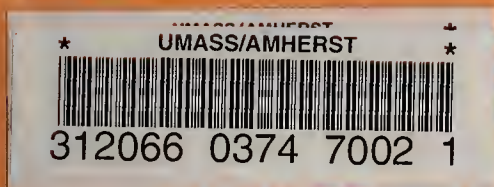


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EVALUATION OF THE FY'78 TRAINING PROGRAM

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September 1978

804/48

EXECUTIVE SUMMARY

Purpose

The purpose of this report is to evaluate the effectiveness and impact of the FY'78 Title XX Training Program. The report is intended as a working document to be used for the following purposes:

1. To spotlight aspects of programs that were highly successful and could serve as models for future training;
2. To identify problem areas that might require either modification or deletion in future training;
3. To ensure accountability of training sponsors;
4. To provide information to the Department of Public Welfare Title XX Unit, the Interagency Training/Retraining Task Force, the training sponsors, Specification Panels, and the Regional Task Forces in their joint planning and implementation of future Title XX Training Programs.

Background

In all, 28 training programs were provided by nine sponsors during the Spring of 1978. Program content covered the following priority areas: essential skills for Title XX services, services for children-in-care, community mental health and retardation systems, and Department of Public Welfare management development. A total of 1,543 persons representing both public and private social service provider agencies were trained. The estimated overall expenditure was \$1,847,836 representing an average cost per student of \$1197.

Data Collection

This evaluation is based largely on data retrieved from questionnaires administered to both trainees and trainers immediately following the completion of training in Spring, 1978. A total of 1000 trainees and 100 trainers from 21 programs representing six sponsors were surveyed.

Response rates were 65% (650) for trainees and 75% (75) for trainers. A follow-up study of a sample of trainees and their immediate supervisors is scheduled for completion by December 31, 1978.

Results

Data were analyzed to determine:

1. WHO WAS TRAINED?
2. WHAT WAS THE PERCEIVED VALUE OF TRAINING AND ITS IMPACT ON JOB PERFORMANCE?
3. WHAT WERE THE MAJOR SKILLS AND AREAS OF INFORMATION OBTAINED AND WHAT FURTHER TRAINING CONTENT WAS DESIRED?
4. WHAT WERE THE COMPARATIVE RATINGS OF TRAINING SPONSORS IN TERMS OF PERCEIVED VALUE AND JOB APPLICABILITY?
5. WHAT WERE THE COMPARATIVE RATINGS OF INDIVIDUAL TRAINING PROGRAMS IN TERMS OF PERCEIVED VALUE AND JOB APPLICABILITY?

1. Who Was Trained?

The major target population, i.e., direct service workers (85%) from both public and private agencies, were in fact the recipients of the bulk of this year's training. About 64% of the trainees were from private provider agencies and 36% were employed by or under contract to state agencies. Foster parents were the largest single group trained. The Department of Public Welfare and the Department of Mental Health were the state agencies receiving the most training. Regional distribution of training was generally equitable among five of the six state geographical regions with the sixth region, Central Massachusetts, having significantly fewer employees trained. Most (71%) of the trainees were female, and a majority (56%) were under 36 years of age. Trainees were evenly divided between those with and without a college degree.

2. What Was the Perceived Value of Training and Its Impact on Job Performance?

Overall, the trainees found the FY'78 Training Programs to be highly valuable and relevant to job tasks. More specifically, 93% reported "positive" or "very positive" ratings of the training, and 79% felt the training was "mostly" or "fully applicable" to their current jobs. Most trainees, however, interpreted "job applicability" as an anticipation of "indirect" (providing a broader knowledge base) rather than "direct" changes in job performance.

3. What Were the Major Skills and Areas of Information Obtained and What Further Training Content Was Desired?

Trainees were asked to identify the one most important skill or area of information they actually obtained from the training. Of the five broad categories listed, trainees' choices were fairly evenly divided among the following four categories:

case management skills (21%);
methods of intervention (20%);
knowledge of special needs and behavior problems (20%); and
knowledge of normal life cycle development (27%).

The fifth major category, management and administrative skills (12%), was selected significantly less often than the other four categories. In terms of the more specific areas of information and skills obtained from the training, respondents selected the following most frequently: diagnostic skills, family therapy, individual therapy and casework, emotional disturbances, and the single most frequent choice, child growth and development.

Trainees were almost unanimous (98%) in desiring additional training. Knowledge of special needs and behavior problems was the category most frequently selected for additional training.

In terms of specific skills and areas of information desired for future training, the topics most often chosen were, in descending order of choice:

emotional disturbances;
adolescent growth and development;
crisis intervention skills;
family therapy;
individual therapy and casework; and
learning disabilities.

4. What Were the Comparative Ratings of Training Sponsors in Terms of Perceived Value and Job Applicability?

The differences in overall ratings of sponsors were not great. All sponsors' training was perceived by the large majority of trainees to be "positive" or "very positive" and either "mostly" or "fully applicable" to job performance. A scale based on trainees' evaluations was constructed ranking sponsors from low to high positive. The resulting categorization was as follows:

High Positive

Massachusetts Board of Regional Community Colleges
Massachusetts State College System

Positive

Smith College
ERIN/SHARE

Low Positive

University of Massachusetts
Southeastern Massachusetts University

5. What Were the Comparative Ratings of Individual Training Programs in Terms of Perceived Value and Job Applicability?

There was greater differentiation among ratings of individual programs than among ratings of sponsors. While all FY'78 training programs were judged to be valuable and applicable to job performance, some were viewed more positively than others. A ranking of programs from "low" to "high positive" was made with five programs categorized as "high positive", nine as "positive" and seven as "low positive". Those five programs categorized as "high positive" were:

<u>Program</u>	<u>Sponsor</u>
Alcoholism	North Shore Community College
Interviewing and Data Collection	University of Massachusetts
Mental Health	Bridgewater State College
Alcoholism	Massasoit Community College
Foster Parents	Massachusetts Board of Regional Community Colleges

Conclusions and Major Recommendations*

Overall, the FY'78 Training Program was perceived as valuable and applicable to trainees' job responsibilities. The following major recommendations are made based directly on trainee and trainer data:

1. Increase prior publicity and provide detailed information to potential trainees well in advance of training delivery.
2. Provide sponsors with information on trainees' backgrounds and training objectives at least two weeks prior to training delivery.

* Many of these recommendations are already being acted upon by the Department of Public Welfare in developing the FY'79 Training Program.

3. Insure that training programs are of sufficient length to more adequately reflect the scope and depth of proposed program curriculum.
4. Investigate the awarding of college credit for programs where applicable.

Additional recommendations made by the evaluators for improving overall program implementation are:

5. Develop sequential courses around the skills necessary for improved delivery of Title XX social services.
6. Set cost-effective standards for training program expenditures.

Finally, two notable conclusions based on overall evaluation data are:

1. The overwhelming desire of social service staff for increased training and their view of such training as an essential rather than an extra ingredient for effective job performance.
2. The increased confidence and sense of professionalism which even this abbreviated period of training provided to participants.

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I. INTRODUCTION

A. Purpose

The purpose of this report is to evaluate the effectiveness and impact of the FY'78 Title XX Training Program. More specifically, the report provides a brief chronology and description of the planning process for Title XX Training and reviews the goals and objectives targeted in the Training Program. Next, criteria for evaluation are listed and instruments for retrieving data are delineated. Finally, the results are presented and analyzed followed by policy recommendations.

The report is intended as a working document to be used for the following purposes:

1. To spotlight aspects of programs that were highly successful and could serve as models for future training;
2. To identify problem areas that might require either modification or deletion in future training;
3. To ensure accountability of training sponsors; and
4. To provide information to the Department of Public Welfare Title XX Unit, the Interagency Training/ Retraining Task Force, the training sponsors, Specification Panels, and the Regional Task Forces in their joint planning and implementation of future Title XX Training Programs.

B. Brief Chronology of FY'78 Title XX Training Activities

The Title XX amendment to the Social Security Act passed in 1975 provides federal reimbursement to the states for a wide range of social services. States participating in the Title XX program are required to undertake comprehensive planning for social services, monitor and evaluate social service delivery, and establish standards for program quality. The complexity of the Title XX program requires new kinds of administrative and service delivery skills to ensure effective implementation of the state's plan. To encourage and support the development of these needed skills, Title XX authorizes federal funds for the training and retraining of those personnel who plan, deliver, and administer social services under the state's Title XX program.

Each state receiving training funds is required to submit a training plan. Each state is also required to designate one specific agency to administer and funnel all Title XX funds. Generally, this designated agency handles all planning, program development, and implementation related to Title XX. In Massachusetts, the designated agency is the Department of

Public Welfare (except for services to the blind, administered by the Massachusetts Commission for the Blind). Through interagency agreements between the Department of Public Welfare and other human service agencies, Massachusetts has adopted an interagency approach toward program development. The Massachusetts FY'78 Title XX Training Program was the result of a year-long collaborative planning effort, involving the following Human Services agencies currently funding services under Title XX:

- Department of Public Welfare
- Massachusetts Commission for the Blind
- Department of Mental Health
- Office for Children
- Department of Youth Services
- Department of Corrections
- Department of Public Health
- Massachusetts Rehabilitation Commission
- Department of Elder Affairs.

Private providers that deliver Title XX services were also involved in the planning process through the representation of the Massachusetts Council of Human Services Providers. The Massachusetts Executive Office of Human Services (EOHS) developed a Task Force on Training and Retraining, consisting of policy-level representatives from each of the above agencies, which has been meeting approximately biweekly since June 1976. The primary objective of this group with regard to the FY'78 Training Program was to review

the many possible options for training and to define a limited number of training objectives based on the indicated training needs of the participating agencies. This input on agency training needs came from needs assessment studies made by each agency.

The cornerstone of the FY'78 Training Program was the development of a Core Human Services Curriculum based on the Task Force's finding that there was an essential cluster of skills, needed for effective delivery of some Title XX services, which is common to nearly all delivery of direct services. The four priority areas approved for training were:

1. Essential skills for Title XX Services
(basically the core curriculum)
2. Services for Children In-Care (protective services)
3. DPW Management and Development
4. Community Mental Health and Retardation Systems

The Department of Public Welfare entered into negotiations with the University of Massachusetts to provide the bulk of the training including the competency-based core curriculum. An umbrella grant to the University was originally envisioned with the University, in turn, subgranting to other public and private institutions for portions of the curriculum. In November of 1977 while negotiations with the University

of Massachusetts were delayed, the Department of Public Welfare solicited involvement in Title XX Training from the other segments of higher education in Massachusetts including community colleges and state colleges. In February of 1978, the Department also issued Requests for Proposals from private schools of social work. Funds to cover the state portions of these latter proposals were obtained through an agreement with the Silberman Fund of New York. All proposals were reviewed by the EOHS Task Force and Curriculum Specifications Panels (representatives from public and private providers of Title XX services). The final result of this FY'78 planning and negotiation process was the delivery of 28 training programs provided by nine sponsors during the Spring of FY'78.¹ In all, 1,543 persons were trained. The total amount allocated for training was approximately \$2,608,418 and the total amount estimated for expenditure was \$1,847,836.

1 The nine sponsors are aggregate sponsors with the 15 community colleges classified as a single sponsor, i.e., the Massachusetts Regional Board of Community Colleges and the nine state colleges classified as the Massachusetts State College System.

C. FY'78 Training Goals and Objectives

The overall goal of the FY'78 Title XX Training Program was to provide social services personnel with the skills necessary for improving the delivery of social services provided under Title XX of the Social Security Act. While five categories of personnel were potentially eligible for training, the Massachusetts Training Program gave highest priority to training of the following two groups:²

1. Staff of the designated state agencies (i.e., the Department of Public Welfare and the Massachusetts Commission for the Blind) employed in all positions which directly related to the operation of the Title XX program.
2. Service delivery personnel of other public and private agencies who are engaged in direct Title XX service provision.

2 Those categories not given priority in FY'78 were:

- 1) Volunteers attached to the designated state agencies and supervised by them in relation to the Title XX program.
- 2) Persons preparing for employment in the designated state agencies in all classes of positions which directly relate to the operation of Title XX programs.
- 3) Individual providers such as babysitters, family day care, parent/providers involved in the provision of special Title XX services.

The FY'78 Training Program, recognizing the wide range of training needs and the limited amounts of time, money and administrative resources available, defined four priority areas for training and general objectives for each:

<u>Priority Area</u>	<u>General Objective</u>
1. Essential Skills for Title XX Services	To develop a permanent capacity for human service manpower development providing basic skills for Title XX Services.
2. Services for Children In-Care (protective services)	To provide needed training to social service providers who are involved with assessment intervention and placement of children, who care for them, and who provide special services needed for their normal development.
3. DPW Management Development	To develop the management and administrative capacity of the Designated Agency to carry out the Comprehensive Social Service Program.
4. Community Mental Health and Retardation Systems	To provide supportive training to redeployed institutional staff to assist them in caring for clients in community-based provider agencies to care for recently de-institutionalized clients.

All training programs were to be designed using a competency-based model which stresses "the ability to do" in contrast to the more traditional educational emphasis on "the ability to demonstrate knowledge." In essence, then, the concern was for fostering direct improvement in job tasks which would, in turn, most directly impact on improving the delivery of services to clients.

The evaluation of social phenomena is at best an imprecise and difficult task. Relationships and direct or even indirect impact are difficult to measure. This is particularly true when the area for evaluation is an intangible such as training as opposed to a direct service program. Despite these limitations, evaluation is a necessary component of any program that wishes to ensure accountability and to improve and upgrade itself based on an understanding of its past performance.

The prerequisite of any evaluation is that the goals and objectives be operationally defined in terms of specific criteria. Consequently, the broad goals and objectives of the FY'78 Training Program were operationalized into the following areas for evaluation:

1. WHO WAS TRAINED? Were the priority personnel targeted in the Training Program provided training?

2. WHAT WAS THE PERCEIVED VALUE OF TRAINING AND ITS IMPACT ON JOB PERFORMANCE? Was the training able to address direct job tasks as intended?
3. WHAT WERE THE MAJOR SKILLS AND AREAS OF INFORMATION OBTAINED AND WHAT FURTHER TRAINING CONTENT WAS DESIRED? Was training largely "competency based" and skill oriented as originally intended?
4. WHAT WERE THE COMPARATIVE RATINGS OF TRAINING SPONSORS IN TERMS OF PERCEIVED VALUE AND JOB APPLICABILITY?
5. WHAT WERE THE COMPARATIVE RATINGS OF INDIVIDUAL TRAINING PROGRAMS IN TERMS OF PERCEIVED VALUE AND JOB APPLICABILITY?

D. Description of Training Programs

The FY'78 Training Program consisted of 28 training programs provided by nine aggregate sponsors during the Spring of FY'78. (See Footnote 1.) An assessment of actual program content can be made using the priority areas listed in the Training program. Using these categories, the 28 training programs can be classified as follows:

<u>Priority Area</u>	<u>Programs</u>	<u>Participants</u>
1. Essential Skills for Title XX Services	15	460 (30%)
2. Services for Children In-Care	8	733 (47)
3. DPW Management Development	1	141 (8)
4. Community Mental Health and Retardation Systems	4	209 (14)
TOTAL:	<u>28</u>	<u>1,543 (100%)</u>

(For a complete listing of all programs and sponsors, see Appendix C.)

The Training Program this year, then, did begin to address the target priority areas.

The diversity in training content was matched by as great a diversity in training format. Format varied from short-term intensive workshop sessions, such as the two-day residential JOB READINESS program offered by North Adams State College, to weekly training sessions, such as Fitchburg State's ALCOHOLISM program which consisted of all day sessions one-day a week for eight weeks. Most programs fell between this range with the common pattern being six weekly sessions of training for three hours each session or a total of 18 hours of training. Programs also varied widely with regard to methods of teaching and numbers of instructors involved with some having one instructor throughout the course and others using different instructors for each session. While a number of programs were delivered at actual service delivery sites, most were held at college and university campuses or other centralized meeting sites.

II. RESEARCH DESIGN

The research design for the evaluation of FY'78 Title XX Training Programs was multi-method. The two major components were:

1. A comprehensive evaluation of all training programs conducted by the Department of Public Welfare's Research and Planning Unit in conjunction with the Evaluation Subcommittee of the Interagency Training/Retraining Task Force;
2. An internal evaluation by each of the training sponsors. This evaluation was directed towards assessing specific aspects of individual programs which were not covered directly by the Departmental evaluation. (See Appendix B.)

A. Instruments

The Departmental evaluation was conducted in five parts:

1. Trainee Questionnaire

The trainee questionnaire, administered following the completion of training, was designed to obtain information on the trainee's employment and educational background and objectives in attending the training program as well as the following:

- a) applicability of the training to current job;
- b) most important skill or area of information gained from the program;
- c) quality of the trainers/instructors;
- d) value of the various teaching techniques used;
- e) usefulness of the training materials;
- f) specific changes anticipated in job performance; and
- g) suggestions for changes in the training program.

Trainees in programs ending after June 15th completed the questionnaire during the last session of the training program and returned it directly to the trainer. For programs ending prior to June 15th, trainees received the questionnaire through the mail.

2. Trainer Questionnaire

The trainer questionnaire focused on information regarding:

- a) skills or areas of information provided in the program;
- b) usefulness of the training materials;
- c) physical access and comfort of the training site;
- d) qualifications of trainees for specific training;
- e) trainer's background; and
- f) recommendations for improving the training program.

Trainers completed the questionnaires at the end of the last training session.

3. Monitor Questionnaire

A monitor questionnaire was designed for completion by program evaluators who were to attend selected sessions of the training programs. These monitors were to be staff from either the central or regional

offices of the agencies whose employees were being trained. Questionnaires were directed at obtaining information on:

- a) trainers;
- b) teaching techniques;
- c) class participation; and
- d) recommendations for continuation in FY'79.

4. Trainee Follow-Up Questionnaire

The trainee follow-up questionnaire will be distributed through the mail to a sample of trainees four months following the completion of training. This questionnaire will retrieve information on:

- a) applicability of the training;
- b) specific changes in job performance;
- c) useful skills or areas of information obtained; and
- d) impact of training on service to clients.

5. Supervisor Questionnaire

The supervisor questionnaire will be mailed four months following the completion of training to the immediate supervisors of the sample of trainees selected for the Trainee Follow-Up Questionnaire.

The questionnaire will provide information on the supervisor's assessment of the value of the training program and of the impact of the training on the trainee's skill and knowledge, morale, job performance, and service to clients.

B. Data Collection

1) Trainee Questionnaire

A total of 1000 trainees from 21 programs representing 6 sponsors were surveyed. About 65% (650) of the trainees completed the questionnaires. It should be noted that 1543 persons were trained under Title XX in FY'78. There were 541 persons who were not surveyed in time for this preliminary report. Of these remaining 541 persons, 214 were mailed questionnaires in mid-July and early August after the first steps of the analysis were already completed. Results from these questionnaires will be forthcoming in the final report scheduled for December.

Several training programs were not included in the evaluation. These were cases in which either the training sponsor, the Department, or both judged the format or content of the program to be unique and the evaluation design inappropriate.³ In these cases, other evaluation

3 For example, Quinsigamond Community College's "Family Day Care Pilot" accounting for 55 trainees was not included in the Departmental evaluation for this reason. Similarly, the Joseph Arceri program in "Mid-Level Management" which trained 141 persons was not included.

data were submitted by the training sponsors and analyzed by the Department. (See Appendix B.) The remaining trainees constituted those who did not complete an in-class questionnaire and whose addresses were not available for purposes of direct mailing.

2) Trainer Questionnaire

Approximately 100 trainers were surveyed. About 75% (75) of the trainers returned questionnaires.⁴

3) Monitor Questionnaire

There were insufficient returns of monitor questionnaires for evaluation purposes this year.⁵

4) Trainee Follow-Up and Supervisor Questionnaires

Data will be collected in Fall of 1978.

4 These figures are approximate since the use of multiple trainers in many programs made the exact determination of an overall figure difficult.

5 This was the result of most agencies' inability to provide staff for monitoring programs.

C. Analysis Procedure

Descriptive statistics (i.e., mean, percentages, cross tabulations) were calculated from the Trainer and Trainee data for the overall evaluation. In addition, frequencies were generated for variables such as education, type of job, years at job, and training applicability, aggregated by training program and by training sponsor. Chi-square and Spearman's correlation coefficient were computed to determine the association and strength of relationships between variables. Finally, open-ended responses were compiled and categorized to provide additional qualitative data on trainees' perceptions of individual programs.

III. RESULTS

A. Overall Effectiveness and Impact of Training

1. WHO WAS TRAINED?

The FY'78 Title XX Training Program provided training to 1543 persons. The major target population for the FY'78 Training Program, i.e., direct service workers (85%) from both public and private agencies, was in fact the recipients of the bulk of this year's training. The administrative staff from the designated state agencies, the Department of Public Welfare and the Massachusetts Commission for the Blind, also received training this year. This was largely provided by a mid-level management course for Department of Public Welfare personnel.

An analysis of trainee background data further describes the FY'78 training population. Based on the 650 responses from 1000 trainees evaluated, 64% of the trainees were from private provider agencies and 36% were employed by or contracted to state agencies. The foster parents were, by far, the largest single group of private providers trained representing 50% of that group. Home Care Corporation workers

and workers in mental health community residences were the next largest group representing respectively 18% and 8% of private providers. (See Table 1.) The Department of Public Welfare with 68% and the Department of Mental Health with 21% were the state agencies receiving the most training. (See Table 1.)

Regional distribution of training was generally equitable among five of the six state geographical regions with the sixth region, Central Massachusetts, having significantly fewer employees trained (8%). (See Table 2.)

The large majority of those trained (85%) were direct service workers, and over half (59%) had been in their current positions less than three years. It is noteworthy, too, that most (71%) of the trainees were female, and a majority (56%) were under 36 years old. (See Table 2.) Trainees were evenly divided between those with and without college degrees. (See Table 2.) If there were to be

a composite picture of the average trainee, then, it would be a 30 year-old female with some college training working for the last two years as a caseworker in a private provider agency.

In addition to these background data on trainees, information was also gathered on motivation for participation in training as well as perceptions of supervisors' attitudes towards participation. Most trainees (84%) attending the training program reported their major motivation was to "improve their job performances"-- rather than other reasons like "obtaining a better job" or "strong supervisor encouragement." However, the large majority (80%) also felt that their supervisors were "positive" or "very positive" about training attendance. Only 4% stated that their supervisors had negative attitudes towards training while the rest (16%) reported supervisors to be indifferent.

2. WHAT WAS THE PERCEIVED VALUE OF TRAINING AND ITS ANTICIPATED IMPACT ON JOB PERFORMANCE?

Overall, the trainees found the FY'78 Training Program to be highly valuable and relevant to job tasks. (See Table 3.) More specifically, 93% reported "positive" or "very positive" ratings of the training, and 79% felt the training was "mostly" or "fully applicable" to their current jobs. Only 20% found the training "only slightly" or "not applicable". In a closer examination of job relevance, the majority of trainees (70%) saw the training as resulting in indirect changes in their job performances by providing a broader background and knowledge base. However, a sizeable minority (28%) did expect a direct change in their job performances as a result of the training. Only 2% anticipated that the training would have no impact on job performance. Training also largely met trainees' own expectations since of the 85% who stated that they had a specific objective in obtaining the training program, 70% felt their objectives were "mostly" or "fully" realized.

In rating the specific elements of the training programs such as instructors, teaching techniques and materials, aggregate responses were again highly positive. About 63% rated instructors in the highest terms as "excellent" while

only 3% thought instructors "fair" and less than 1% found instructors "poor".

Trainees and trainers agreed in their favorable ratings of the separate teaching techniques. Trainers utilized a number of techniques in organizing the training sessions. The techniques and the percentages of programs utilizing them are outlined below:

<u>Technique</u>	<u>Programs Utilizing Technique</u>
Lectures	100%
Guest Speakers	69
Group Discussion	100
Role-Playing	68
Audio-Visuals	67
Workshops	77

Both trainees and trainers found that group discussions were "excellent" (43% and 49% respectively). Lectures were also perceived as "excellent" by 47% of the trainees and 52% of the trainers. Guest speakers were rated "very good" or "excellent" by 56% of the trainees and 64% of the trainers. Workshops were rated higher by trainers than by trainees with only 29% of the trainees rating the workshops "excellent" compared to 44% of the trainers.

Role-playing was perceived as either "very good" or "excellent" by exactly 46% of both the trainees and the trainers. Finally, about half of the trainees (45%) and trainers (53%) thought that the audio-visuals presented were either "very good" or "excellent". In addition to the positive ratings of teaching techniques, the training materials used were widely perceived as being "very good" or "excellent" by 72% of the trainees and 75% of the trainers.

3. WHAT WERE THE MAJOR SKILLS AND AREAS OF INFORMATION OBTAINED AND WHAT FURTHER TRAINING CONTENT WAS DESIRED?

Trainees were asked to identify the one most important skill or area of information they actually obtained from the training. Of the five broad categories listed, trainees' choices were fairly evenly divided among the following four:

case management skills (21%);
 methods of intervention (20%);
 knowledge of special needs and behavior problems (20%);
 knowledge of normal life cycle development (27%).

The fifth major category, management and administrative skills (12%), was selected significantly less often than the other four categories. Trainers, on the other hand, felt the training they provided largely fell under the major categories of case management skills and methods of intervention. In

other words, they were likely to perceive training as skill-oriented whereas trainees perceived it as knowledge and information-oriented. In terms of the more specific areas of information and skills obtained from the training, respondents selected the following most frequently: diagnostic skills, family therapy, individual therapy and casework, emotional disturbances, and the single most frequent choice, child growth and development.

Trainees were almost unanimous (98%) in desiring additional training. Those desiring further training were asked to select from a list all the categories and specific skills and areas of information they they would choose for this additional training. Over 50% were interested in additional training in each of four of the five major categories: case management skills, methods of intervention, knowledge of special needs and behavior problems, and knowledge of normal life cycle development. Of these, knowledge of special needs and behavior problems was the category most frequently selected with 71% of respondents interested in training in this area. The fifth category, management and administrative skills, while chosen less frequently than the others, still had 42% of respondents selecting it as an area of desired training. In terms of specific skills and areas of information falling under these broad categories, the topics most often chosen were, in descending order of choice:

emotional disturbances,
adolescent growth and development,
crisis intervention skills,
family therapy,
individual therapy and casework, and
learning disabilities.

The first of these topics, emotional disturbances, was selected by 50% of the respondents as an area for further training.

B. Specifics on Each Training Sponsor

The nine aggregate⁶ training sponsors offering programs in the Spring of FY'78 were:

1. University of Massachusetts
2. Massachusetts Board of Regional Community Colleges
3. Massachusetts State College System
4. Southeastern Massachusetts University
5. Smith College
6. ERIN/SHARE
7. Wheelock College
8. Joseph Arceri, Inc. and Providers Management
9. Boston University.

The first six of these sponsors were surveyed this year using the Department's evaluation instruments.

The differences in overall ratings of sponsors were not great. All sponsors' training was perceived by the large majority of trainees to be "positive" or "very positive" with sponsors' ratings ranging from 67% to 97% of trainees who rated the training in one of these two categories. (See Table 4.) The large majority of trainees found all sponsors' training either "mostly" or "fully applicable"

6 These are termed "aggregate" sponsors since the fifteen community colleges and the seven state colleges participating were grouped together under their appropriate classifications.

to job performance (with ratings of sponsors ranging from 60% to 71% - see Table 5). This job applicability reported by trainees, however, was seen as resulting in indirect rather than direct changes in job performance. (See Table 6.) In reviewing ratings of instructors by aggregate sponsors, again all ratings are exceptionally favorable with the overwhelming majority of trainees rating instructors either "excellent" or "very good". (See Table 7.)

Sponsors were ranked on a scale from low positive to high positive using the following variables:⁷

1. Trainees' overall program evaluation;
2. Trainees' perceptions of training's job applicability;
3. Trainees' anticipated changes in job performance; and
4. Trainees' evaluation of instructors. (See Tables 4-7.)

The resulting categorization was as follows:

High Positive

Massachusetts Board of Regional Community Colleges
Massachusetts State College System

Positive

Smith College
ERIN/SHARE

7 An additive scale was constructed using the four variables delineated above. Each sponsor/program received a cumulative score based on the most representative scores (usually the mode) on the four variables. A cumulative score of "18" was the highest score attainable. Since the majority of sponsors/programs fell within the "positive" range, i.e. cumulative scores of "12" to "18", the scale was constructed from low to high positive.

Low Positive

University of Massachusetts
Southeastern Massachusetts University

C. Specific Programs

There was greater differentiation among ratings of individual programs than among ratings of sponsors. While all FY'78 training programs were judged to be valuable and applicable to job performance, some were viewed more positively than others. A ranking of programs was made based on four major variables:⁸

1. Trainees' overall program evaluation;
2. Trainees' perceptions of training's job applicability;
3. Trainees' anticipated changes in job performance; and
4. Trainees' evaluation of instructors. (See Tables 8-11)

HIGH POSITIVE

<u>Program</u>	<u>Sponsor</u>
Alcoholism	North Shore Community College
Interviewing and Data Collection	University of Massachusetts
Mental Health	Bridgewater State College
Alcoholism	Massasoit Community College
Foster Parents	Massachusetts Board of Regional Community Colleges

POSITIVE

<u>Program</u>	<u>Sponsor</u>
Alcoholism	Boston State College
Case Management for Children in Care	North Adams State College
Deinstitutionalization and Mental Health	Southeastern Massachusetts University
Alcoholism	Fitchburg State
Family Day Care	ERIN/SHARE
Crisis Intervention	Smith College
Human Life Cycle and the Delivery of Social Services	University of Massachusetts
Title XX Rights and Entitlements	University of Massachusetts
Understanding the Dynamics of the Social Work Place	University of Massachusetts

LOW POSITIVE

<u>Program</u>	<u>Sponsor</u>
Community Residences	University of Massachusetts
Job Readiness	North Adams State College
Racial and Cultural Perspectives	University of Massachusetts
Counseling and Communication Skills in Working with the Elderly	Framingham State College
CHINS	University of Massachusetts
Understanding Your Elderly Client	Southeastern Massachusetts University
Separation and Loss	Smith College

For purposes of additional analysis, each specific program was looked at in terms of the following major areas:

1. background and experience of trainees and trainers;
2. applicability of training content to job performance;
3. the effectiveness of the different teaching techniques used; and
4. the quality of the training site.

1. Background and Experience of Trainees and Trainers

An important aspect of any training program is the background and experience which both trainees and trainers bring into the program. These can affect program value in many ways. For example, a program having trainees with a wide variation in educational background and experience may make it difficult for the trainer to meet everyone's educational needs and to gear the material and instruction to the most appropriate level. Often this can result in either the program being termed elementary by some or else too advanced by others. On the other hand, a trainer without previous experience in teaching in-service continuing education students may find it difficult to relate to this audience as

opposed to a younger undergraduate or graduate class. Consequently, each program was analyzed in terms of the following three items relating to trainee and trainer background:

1. Trainees' educational background (See Table 12);
2. Trainers' perception of the adequacy of the trainees' preparation for the training (See Table 13); and
3. Trainers' prior experiences teaching in-service continuing education students. (See Table 14.)

In terms of trainees' educational backgrounds, each program generally had a range from high school graduates to those with graduate degrees. However, both the FOSTER PARENT program sponsored by the Community Colleges and the MENTAL HEALTH program at Bridgewater State College had significant minorities (12% and 11% respectively) with less than high school educations. Also, participants in both these programs were largely high school graduates with only 20% of those in the FOSTER PARENT program and 14% of those in the MENTAL HEALTH program having undergraduate or graduate degrees.

Since formal education is only one method (and certainly not always the best) of measuring trainees' backgrounds and capabilities, trainers were also asked to provide information on their perceptions of the trainees'

overall preparation for this training using a scale of "1" to "5" with "1" being poorly prepared and "5" being excellently prepared. As might be expected, trainers from both the FOSTER PARENTS and the Bridgewater MENTAL HEALTH programs were more likely to rate trainees' preparation at a lower level than for most of the other programs. There was, in fact, an overall weak relationship between trainees' educational backgrounds and trainers' perceptions of trainee preparation.⁹ The length of time that trainees were in their current job positions was also moderately related to trainers' perceptions of trainee preparation, with trainees having the longest experience on the job more likely to be viewed as better prepared.¹⁰ However, this overall relationship between trainees' educational backgrounds and trainers' perceptions of trainees' preparation does not always hold true when looking at individual programs. For example, in the ALCOHOLISM program sponsored by Boston State College, six of the seven trainers gave a rating of only "3" on trainee preparation (which was lower than ratings by other programs' instructors on this item)

9 (r = .31; $\chi^2 = 81$, df = 5; p < .001)

10 (r = .34; $\chi^2 = 108.7$, df = 5; p < .001)

even though 75% of the trainees had undergraduate or graduate degrees. Also, the instructors in the University of Massachusetts' HUMAN LIFE CYCLE and the DELIVERY OF SOCIAL SERVICES program gave trainees a relatively lower rating in terms of preparation with all five trainers rating preparation either a "2" or a "3". In this case, 70% of the trainees were college graduates or had graduate degrees. Thus, trainees had mixed educational and work experience backgrounds which, in most cases but not all, were related to trainers' ratings of the adequacy of trainee preparation for the training.

These data have significance in terms of selection of trainees for programs and trainers' knowledge of trainees' backgrounds prior to the program's beginning. To further document this, several instructors commented on the difficulties of teaching trainees with dissimilar educational and experiential backgrounds, particularly when this mixture was not anticipated. One instructor called for "more consistent class membership" and "some knowledge of the educational level and job responsibilities" of trainees before planning curriculum. Another felt

"classes should be more homogeneous in terms of skills and background."

In terms of trainers' previous experiences in teaching in-service continuing education students, 49 of the 75 trainers (65%) had taught four or more courses to such a group and only thirteen (17%) had never taught continuing education students before. Trainers' previous teaching experience was strongly related to trainees' overall evaluation of the training program¹¹ and mildly related to trainees' overall evaluation of the trainers/instructors.¹² Trainees, then, showed more positive reactions to programs and instructors where instructors had had more teaching experience with continuing education students. It should be noted, however, that instructors on the whole received highly favorable ratings. At least 70% of trainees in all programs rated instructors as "excellent" or "very good". In some instances, several trainees in a program raved about the skills of certain instructors and one instructor in the FOSTER PARENT program received particular attention. The one exception to

11 (r = .61; $\chi^2 = 357.9$, df = 3; p < .001)

12 (r = .20; $\chi^2 = 48.4$, df = 3; p < .001)

this generally high rating of instructors was the UNDERSTANDING YOUR ELDERLY CLIENT PROGRAM sponsored by Southeastern Massachusetts University which had only 56% of trainees rating instructors as either excellent or very good. In this instance, several trainees mentioned that some instructors were "poorly prepared" and that more instructors with "direct homecare experience should have been involved".

2. Applicability of Training Content to Job Performance

Programs standing out as "fully applicable" to job performance were: North Shore Community College's ALCOHOLISM (86%), ERIN/SHARE's FAMILY DAY-CARE (59%), University of Massachusetts' INTERVIEWING AND DATA COLLECTION (56%), and the Massachusetts' Regional Board of Community Colleges' FOSTER PARENTS (55%). (See Table 9.) Trainees from these programs mainly stressed that they had obtained a greater awareness of clients' feelings and better communication skills:

"Hopefully, I will be more sensitive and observant of the interviewees verbal and non-verbal responses..."
(INTERVIEWING AND DATA COLLECTION, University of Massachusetts)

"...training has given me a better understanding of the (natural) parents and their feelings...I know now that (Foster Parenting) is a very important job deserving of respect. This training is a must for all foster parents. My self-esteem has risen with this course."
(FOSTER PARENTS, Massachusetts Regional Board of Community Colleges)

Most other programs were rated as "mostly" applicable, with the exception of University of Massachusetts' CHINS which received a rating of "partially" or "slightly" applicable by 46% of the trainees.

Most trainees (70%) anticipated "indirect" as opposed to "direct" changes in their job performance as a result of training. Only two programs, North Shore Community College's ALCOHOLISM and the University of Massachusetts' INTERVIEWING AND DATA COLLECTION had a majority of trainees (57% and 53% respectively) who thought that there would be "direct" changes in their job performances as a result of training. Overall program evaluation ratings were moderately related to whether or not changes were anticipated in job performance.¹³ Ratings increased in a positive direction as more change was anticipated.

13 (r = .34, p .001)

3. The Effectiveness of the Different Teaching Techniques Used

Most of the training programs provided in FY'78 used a variety of teaching techniques in presenting content. Those techniques specifically evaluated by trainees were: lectures, guest speakers, group discussions, role-playing, audio-visuals, workshops, and written materials. Lectures were rated highly with ratings ranging from "very good" to "excellent" for all programs. Guest speakers also generally received highly favorable ratings although this technique was rated relatively lower by the trainees in three programs: INTERVIEWING AND DATA COLLECTION offered by the University of Massachusetts, JOB READINESS offered by North Adams State College, and UNDERSTANDING YOUR ELDERLY CLIENT offered by Southeastern Massachusetts University. (See Table 15.)

Group discussions received more mixed reviews than lectures or guest speakers with an increase in the overall number of "good" as opposed to "very good" or "excellent" ratings. Programs which were relatively weaker in this area were: TITLE XX RIGHTS AND ENTITLEMENTS sponsored by the University of Massachusetts and the CRISIS WORKSHOP sponsored by Smith.

In both of these, more than 50% of trainees rated group discussions as only good or fair. (See Table 15.)

Role-playing also had mixed reviews and seemed either to have worked well or not at all. For example, one participant in the University of Massachusetts CHINS program felt that too much time was "centered around role-playing and would have preferred more discussions of techniques to use". As with role-playing, audio-visuals also received very mixed reviews. Two programs where these encountered less favorable reactions were JOB READINESS sponsored by North Adams State and TITLE XX RIGHTS AND ENTITLEMENTS offered by the University of Massachusetts. (See Table 15.)

Workshops were perceived as "very good" or "excellent" by over 50% of trainees in all programs but two: CHINS sponsored by the University of Massachusetts and UNDERSTANDING YOUR ELDERLY CLIENT sponsored by Southeastern Massachusetts University.

Written materials used in training were rated highly overall, although participants in several programs commented on the materials being too theoretical and/or irrelevant to their specific information needs. For example, a number of foster parents commented on the lack of materials with an inner city or minority focus. They also commented that materials should be geared more to the educational level of participants.

4. The Quality of the Training Site

The training environment can often impede or facilitate optimum learning. On the whole, the Title XX training sites were judged favorably in terms of accessibility, comfort, access to materials and supplies, and acoustics. More specifically, most trainers (95%) rated the training sites to be easily accessible. In terms of overall comfort, sites which stood out were those provided by the University of Massachusetts' COMMUNITY RESIDENCES program and North Adams State College's JOB READINESS program. About 10% (8) of the trainers found the comfort of surroundings to be only "fair" or "poor". Those sites found particularly lacking in comfort were provided by Southeastern Massachusetts University's DEINSTITUTIONALIZATION AND MENTAL HEALTH program and the University of Massachusetts' program on RACIAL AND CULTURAL PERSPECTIVES. Access to materials and supplies was generally very good with the exception of Southeastern Massachusetts University's UNDERSTANDING YOUR ELDERLY CLIENT, whose trainers rated such access as "poor". Trainees participating in that program commented on the "poor lighting and lack of blackboards which caused problems for lecturers". Acoustically, most sites were very good although a recommendation was made that the University of Massachusetts' RACIAL AND CULTURAL PERSPECTIVES change their location because "the room tended to carry every sound".

IV. DISCUSSION AND CONCLUSIONS

"...if the Department offered more training like this... there would not be such an incredible staff turnover and employees would be far better prepared..."

(trainee, JOB READINESS)

"...this training was the best idea that Welfare has ever had...please continue!"

(trainee, FOSTER PARENTS)

"...excellent - should be continued and made available on an on-going basis whenever possible..."

(trainee, CASE MANAGEMENT FOR CHILDREN IN CARE)

The above are just a few of the comments which summarize how well FY'78 Title XX training was received. Training directly addressed the needs of a target group, social service providers, who were eager for such attention. Almost all trainees and trainers expressed the need for training expansion both in terms of numbers and length of programs and trainees' participating. Many trainees, particularly those who participated in the FOSTER PARENT program, thought that training should be mandatory. In any event, constructive comments focused on broadening the training effort rather than on criticizing what had been offered. The following discussion draws from the trainee

and trainer responses to open-ended questions to provide the necessary input for recommendations in terms of administration of Title XX training and training content. Also included is a cost analysis of FY'78 Title XX training programs aggregated by sponsors.

A. Program Administration

There were a number of common concerns expressed by both trainers and trainees regarding the administration of the FY'78 Title XX Training Program. These concerns revolved around the following problem areas:

1. inadequate planning;
2. inconvenient scheduling;
3. insufficient length of training;
4. inaccessibility of training site;
5. lack of supportive services; and
6. lack of college credit for training.

Better planning prior to course delivery was needed in many cases. This would involve increased publicity on programs, more outreach to eligible trainees, and more lead time for trainees to sign up for programs. Several

trainers such as those from the Boston State program on ALCOHOLISM would have desired more trainees enrolled in their programs. In addition, bureaucratic problems and delays in being declared eligible for training were mentioned frequently by trainees.

In some cases, there were misconceptions by both trainers and trainees. Trainees often did not fully comprehend ahead of time what the course content actually entailed and trainers did not have any prior knowledge of the backgrounds and educational levels of trainees. For example, one trainee in the CHINS program stated: "There should be more explanations as to who the workshops are geared to -- I was in a workshop which was almost 90% social workers and I as a child care worker did not get as much out of it due to the emphasis on social worker's needs." On the other hand, an instructor in the Fitchburg State ALCOHOLISM program requested "more clarification from DPW regarding the type of people to attend training." Several instructors reported having to revamp their training plans after the first few sessions as a result of earlier misconceptions of the nature of the trainees. Also, trainers commented on the wide range of trainees' preparation and the resulting problems.

Other administrative problems reported concerned inconvenient scheduling of training sessions which led to difficulty for many trainees in obtaining leave time from work. Generally, this seems to have resulted from insufficient lead time to make alternative arrangements for someone else to take on caseloads.

The problem singled out most frequently by trainers and trainees alike was the insufficient length of training and the inability of some programs to go beyond scratching the surface. There was almost unanimous agreement that programs should be lengthened to allow for more in-depth treatment of issues.

Another concern voiced by several trainees was that training sites were difficult to reach. In some cases, trainees had to travel significant distances to attend programs that were not offered in their own regions. Also, there was a desire for more on-site training where possible. On-site training was seen as having two advantages in that it involved less travel and time away from the job and seemed more conducive to assuring job relevance of training. On the other hand, some trainees felt that on-site training provided too many distractions for a learning environment.

The lack of supportive services for trainees was also mentioned. For example, several felt transportation should be either reimbursed or made available for those for whom it posed a problem. The issue of supportive services, however, was mainly confined to the FOSTER PARENTS program which, in a sense, represents the training of quasi-consumers as opposed to regular employees. In this case, many foster parents commented on the need for child care arrangements and assistance in transportation.

Finally, the awarding of college credit for training was requested by many trainees who felt it would provide them with increased incentive for participation and motivation to take the training more seriously.

B. Program Content

Program content covered the four priority areas discussed by the Department of Public Welfare and the Interagency Training/Retraining Task Force. Most of the training was in the areas of: Essential Skills for Title XX Services, Services for Children In-Care (protective services), and Community Mental Health and Retardation Systems.

One program was offered in Management Development. Consequently, the priority objectives in terms of content were met.

As presented in the Results Section, program content was on the whole viewed extremely favorably. Except for one case involving the recommended revamping of a program, most suggested changes related to the availability and appropriateness of training materials.

In the one case referred to above, TITLE XX RIGHTS & ENTITLEMENTS, several trainers felt the entire course should be revamped. As one trainer explained, "RIGHTS & ENTITLEMENTS should be integrated into other training areas as a component of a total curriculum, since the basic information is both limited in scope and essential to all direct service staff." Or as another indicated, "Due to the content and complexities of Title XX, it was a hard subject to make exciting." This was the only instance, however, where either trainers or trainees questioned the validity of the course itself.

Concerns regarding the availability and appropriateness of materials took several forms. For example, a number of participants in the FOSTER PARENTS program felt some of the written materials were too difficult and demanding for them. Instructors in this program agreed with students' evaluations of their materials. Also, the materials in this program were mentioned as lacking coverage of minority and inner-city needs. The need for discussion of adolescent problems as well as early developmental ones was also mentioned. There was a concern voiced by instructors in several programs that so much of the training was in fairly new and uncharted territory and consequently truly relevant materials did not exist. For example, a trainer in the RACIAL AND CULTURAL PERSPECTIVES course commented that, "It is hard to find progressive new material on many cultures that is written in a general way so people at all educational levels could understand. The materials tended to be either too simple or too complex."

A number of trainees also expressed the desire for a manual summing up the major elements of each program which could be kept and referred to following training completion. It was suggested that this would improve actual job application of skills and might encourage trainees to pass on skills to other untrained workers.

In almost all cases, then, the content of the training programs was well received. Problems which existed and have been described here tended to be minor and often were a matter of individual preferences rather than of program failure. For example, several trainees mentioned that they would have preferred more guest speakers and team teaching to provide different points of view while others commented that they would have preferred one instructor throughout the entire program in order to more easily develop rapport and informality. Overall, two factors were perhaps most striking and worthy of emphasis:

1. the overwhelming desire of social service providers for increased training and their view of such training as an essential rather than an extra ingredient for effective job performance.
2. the increased confidence and sense of professionalism which the training provided to participants. Many trainees commented on their returning to their jobs not only with new skills and knowledge but also with new assurance of their capability to handle job tasks successfully.

In summary, then, the training content was overwhelmingly appreciated and judged valuable by trainees.

C. Cost Analysis

In evaluating the quality of the training programs offered, it is also vital to consider the cost of these programs. The total amount allocated for FY'78 training programs was \$2,608,418. The total amount estimated for expenditure was \$1,847,836.* Following is a ranking of sponsors based on their expenditures per student. Information on the number of separate programs provided by each sponsor is also included in order to more fairly assess these cost figures in terms of the expense to the sponsor. It should be noted that sponsors' costs include, among other items, payment for instructors, curriculum development, sites, materials, and equipment.

* These figures are based on information available on expenditures on August 24, 1978.

ESTIMATED EXPENDITURES PER TRAINEE AGGREGATED BY SPONSORS

Sponsor	Estimated Expenditure *	Number of Separate Programs	Number of Trainees **	Cost Per Student
University of Massachusetts	\$ 950,000	7	250***	\$3800
Massachusetts Board of Regional Community Colleges	410,000	4****	419	979
Southeastern Massachusetts University	125,000	2	135	926
Massachusetts State College System	265,257	9	309	858
Joseph Arcerri Inc.	45,000	1	141	319
Boston University	14,559	1	51	285
Wheelock	27,000	1	153	176
Smith College	6,170	2	45	137
ERIN/SHARE	4,850	1	40	121
TOTAL	\$1,847,836	28	1543	\$1197 (average cost per student)

* Based on information available on August 24, 1978.

** Based on class attendance of 50% or more.

*** Figure approximate; does not include COMMUNITY RESIDENCES, Region IV enrollment.

**** If all FOSTER PARENT programs offered at different community college campuses were counted separately, this figure would be 18.

V. RECOMMENDATIONS *A. Administrative Recommendations

To: Department of Public Welfare

1. Increase prior program publicity to inform all potential trainees of available training. Information should be specific and should include:
 - a. Course description and stated objectives ;
 - b. Eligibility criteria;
 - c. Delivery dates and training sites ; and
 - d. Contact person .
2. Develop comprehensive class lists including names, agency affiliations and agency addresses of participants.
3. Provide sponsors with the following information at least two weeks prior to course delivery:
 - a. Background data on trainees' education, work experience, current job responsibilities and agency affiliations;
 - b. Trainees' stated objectives in attending training; and
 - c. Criteria for both internal and Departmental evaluations including knowledge of evaluative instruments and monitoring procedures.

* Many of these recommendations are already being acted upon by the Department of Public Welfare in developing the FY'79 Training Program.

4. Review delivery times of programs to insure convenience for both potential trainees and their agencies.
5. Review delivery sites to insure equitable regional distribution of training and accessibility of training sites.
6. Insure that training programs are of sufficient length to more adequately reflect the scope and depth of proposed program curriculum.
7. Investigate the awarding of college credit for programs where applicable.
8. Investigate the provision of supportive services such as transportation assistance and child care where deemed appropriate.
9. Set cost-effective standards for training program expenditures.

To: Training Sponsors

1. Improve communications with training instructors

before, during, and following training:

- a. Prior to program delivery, trainers should be provided information on class size, participant background, and individual objectives;
- b. Throughout training, sponsors should insure the availability of needed materials and equipment and should monitor general progress ; and
- c. Following training, sponsors should insure that evaluation materials are collected, reviewed, and forwarded to the Department of Public Welfare within six weeks.

2. Identify programs where supportive services such as transportation assistance and child care may be necessary.

3. Increase the length of training programs to more adequately reflect the scope and depth of proposed program curriculum.

4. Monitor expenditures to insure cost-effectiveness.

To: Participating Agencies

1. Assist in outreach to potential trainees and facilitate their participation in the training program.
2. Review individual training participation for use in employee evaluation and promotion.

B. Content Recommendations

To: Department of Public Welfare

1. Develop sequential courses around the skills necessary for improved delivery of Title XX social services.
2. Insure development of courses in designated priority areas.

To: Training Programs in General

1. Develop summary manuals outlining course content for programs where appropriate for reference use following training.
2. Insure appropriateness of training materials for educational and experiential levels of trainees and for relevance to job tasks and work place.



The Commonwealth of Massachusetts
Department of Public Welfare
600 Washington Street, Boston 02111

ALEXANDER E. SHARP
 COMMISSIONER

September, 1978

Dear Reader:

We are most interested in receiving any comments or suggestions you may have regarding the FY'78 Evaluation of Title XX Training Programs. Specifically:

- 1) Did you find this to be a useful document?

_____yes _____no

- 2) Which specific section(s) did you find most helpful?

- 3) Was there any information lacking in this document which you would like to see included in the FY'79 evaluation?

_____yes _____no

If yes, what specific information?

- 4) Do you have any additional comments?

- 5) What is your position and your relationship to the Title XX Training Program?

Please detach this page and return to:

Lillian Glickman and Nina Silverstein
 Office of Research and Planning, fifth floor
 Department of Public Welfare
 600 Washington Street
 Boston, Ma 02111

TABLES

Table 1

PRESENT EMPLOYMENT OF TITLE XX TRAINEES

(N=650)

36% STATE AGENCY

	<u>Percent Contracted or Employed</u>
Department of Corrections	0%
Department of Elder Affairs	3
Department of Mental Health	21
Department of Public Health	1
Department of Public Welfare	68
Department of Youth Services	0
Massachusetts Commission for the Blind	1
Massachusetts Rehabilitation Commission	0
Office for Children	6
	100%

64% PRIVATE PROVIDER

	<u>Percent</u>
Alcoholism community residential provider	5%
Alcoholism family counseling provider	0
Day care/day activities provider	6
Drug hotline/drop-in provider	0
Emergency shelter provider	2
Family counseling provider	2
Foster care provider	50
Homemaker provider	0
Home care corporation	18
Mental health community residential provider	8
Protective group care provider	0
Group care provider (Youths or adult)	4
Other	5
	100%

Table 2

TRAINEE BACKGROUND

SEX	TOTAL						100% (582)
	Male 29%	Female 71					
AGE	Under 25 14%	26-35 42	36-45 22	46-55 16	56-65 5	Over 65 1	100% (613)
EDUCATION	Less than High School 6%	High School Graduate 45	College Graduate 40	College Degree 9			100% (621)
TYPE OF WORK	Administration 6%	Supervision 8	Casework 85	Clerical 1			100% (610)
LENGTH OF TIME IN CURRENT POSITION	Less than One Year 31%	1-2 Years 28	3-5 Years 21	6-10 Years 10	More than 10 Years 10		100% (597)
REGION OF EMPLOYMENT	City of Boston 16%	Suburban Boston 13	Lawrence Northshore 12	South- Eastern 25	Central Mass 9	Central Office 1	100% (604)

Table 3

OVERVIEW OF TRAINEES' EVALUATION OF TRAINING

	TOTAL				
OVERALL EVALUATION OF TRAINING PROGRAM	Very Negative 0%	Negative 2	Neutral 5	Positive 39	Very Positive 54 100% (645)
OVERALL EVALUATION OF INSTRUCTOR	Poor 0%	Fair 3	Good 10	Very Good 25	Excellent 62 100% (646)
TRAINING APPLICABILITY TO JOB PERFORMANCE	Not Applicable 1%	Slightly/ Partially Applicable 21	Mostly Applicable 35	Fully Applicable 45	100% (636)
EXPECTED CHANGES IN JOB PERFORMANCE	No Change 3%	Indirect Changes 70	Direct Change 27		100% (579)

Table 4

TRAINEES' OVERALL PROGRAM EVALUATION AGGREGATED BY SPONSOR

SPONSOR	N	VERY POSITIVE			NEUTRAL	NEGATIVE	VERY NEGATIVE
		POSITIVE	POSITIVE	POSITIVE			
University of Massachusetts	142	49%	48	3	0	0	0
Massachusetts Board of Regional Community Colleges	246	62%	34	3	1	0	0
Massachusetts State College System	139	56%	36	7	1	0	0
Southeastern Massachusetts University	96	35%	47	7	10	1	1
Smith College	15	67%	27	0	6	0	0
ERIN/SHARE	12	25%	42	25	0	8	8
OVERALL	650	53%	39	5	2	1	1

Table 5

TRAINEES' PERCEPTIONS OF TRAINING'S JOB APPLICABILITY AGGREGATED BY SPONSOR					
SPONSOR	N	FULLY APPLICABLE	MOSTLY APPLICABLE	PARTIALLY/ SLIGHTLY APPLICABLE	NOT APPLICABLE
University of Massachusetts	142	31%	40	29	0
Massachusetts Board of Regional Community Colleges	246	54%	29	15	2
Massachusetts State College System	139	43%	35	21	1
Southeastern Massachusetts University	96	38%	43	18	1
Smith College	15	33%	47	20	0
ERIN/SHARE	12	58%	8	33	0
OVERALL	650	44%	35	20	1

Table 6

TRAINEES' ANTICIPATED CHANGES IN JOB PERFORMANCE AGGREGATED BY SPONSOR

SPONSOR	N	DIRECT CHANGE	INDIRECT CHANGE	NO CHANGE ANTICIPATED
University of Massachusetts	142	24%	74	2
Massachusetts Board of Regional Community Colleges	246	33%	65	2
Massachusetts State College System	139	24%	73	3
Southeastern Massachusetts University	96	31%	65	4
Smith College	15	7%	93	0
ERIN/SHARE	12	42%	58	0
OVERALL	650	28%	70	2

Table 7

TRAINEES' EVALUATIONS OF INSTRUCTOR AGGREGATED BY SPONSOR

SPONSOR	N	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR
University of Massachusetts	142	48%	35	16	1	0
Massachusetts Board of Regional Community Colleges	246	79%	17	4	0	0
Massachusetts State College System	139	64%	24	9	3	0
Southeastern Massachusetts University	96	37%	33	21	9	0
Smith College	15	80%	13	0	7	0
ERIN/SHARE	12	75%	17	0	8	0
OVERALL	650	62%	25	10	3	0

Table 8

OVERALL TRAINING EVALUATION BY TRAINEE AGGREGATED BY PROGRAM

PROGRAM	SPONSOR	N	Very Positive	Positive	Neutral	Negative	Very Negative
ALCOHOLISM	North Shore Community College	7	71%	29	0	0	0
ALCOHOLISM	Boston State College	14	67%	33	0	0	0
ALCOHOLISM	Fitchburg State College	13	75%	25	0	0	0
ALCOHOLISM	Massasoit Community College	13	77%	23	0	0	0
CASE MANAGEMENT FOR CHILDREN IN CARE	North Adams State College	36	53%	31	16	0	0
CHINS	University of Massachusetts	37	22%	73	5	0	0
COMMUNITY RESIDENCES--ORGANIZATIONAL SKILLS		39	41%	53	8	0	0
COUNSELING AND COMMUNICATION SKILLS IN WORKING WITH THE ELDERLY	Framingham State College	8	38%	37	25	0	0
CRISIS WORKSHOP	Smith College	11	73%	27	0	0	0
DEINSTITUTIONALIZATION AND MENTAL HEALTH	Southeastern Massachusetts University	25	71%	21	8	0	0
FAMILY DAY CARE	ERIN/SHARE	12	25%	42	25	0	8
FOSTER PARENTS	Massachusetts Regional Board of Community Colleges	226	62%	34	3	1	0
HUMAN LIFE CYCLE AND THE DELIVERY OF SOCIAL SERVICES	University of Massachusetts	17	59%	41	0	0	0
INTERVIEWING AND DATA COLLECTION		16	81%	19	0	0	0
JOB READINESS	North Adams State College	31	52%	42	3	3	0

Table 8 Continued

PROGRAM	SPONSOR	N	Very Positive	Positive	Neutral	Negative	Very Negative
MENTAL HEALTH	Bridgewater State College	37	54%	43	3	0	0
RACIAL AND CULTURAL PERSPECTIVES	University of Massachusetts	16	56%	44	0	0	0
SEPARATION AND LOSS	Smith College	4*	50%	25	0	25	0
TITLE XX RIGHTS AND ENTITLEMENTS	University of Massachusetts	11	55%	36	9	0	0
UNDERSTANDING THE DYNAMICS OF THE SOCIAL WORKPLACE		18	56%	44	0	0	0
UNDERSTANDING YOUR ELDERLY CLIENT	Southeastern Massachusetts University	59	24%	54	5	15	2
OVERALL		650	53%	39	5	2	1

* Program size should be noted while interpreting percentages.

Table 9

PERCEIVED APPLICABILITY TO JOB PERFORMANCE AGGREGATED BY PROGRAM

PROGRAM	SPONSOR	N	Fully Applicable	Mostly Applicable	Partially/ Slightly Applicable	Not Applicable
ALCOHOLISM	North Shore Community College	7*	86%	14	0	0
ALCOHOLISM	Boston State College	14	42%	41	17	0
ALCOHOLISM	Fitchburg State College	13	33%	50	17	0
ALCOHOLISM	Massasoit Community College	13	53%	31	16	0
CASE MANAGEMENT FOR CHILDREN IN CARE	North Adams State College	36	47%	33	20	0
CHINS	University of Massachusetts	37	14%	40	46	0
COMMUNITY RESIDENCES-- ORGANIZATIONAL SKILLS		39	36%	49	15	0
COUNSELING AND COM- MUNICATION SKILLS IN WORKING WITH THE ELDERLY	Framingham State College	8*	25%	50	25	0
CRISIS WORKSHOP	Smith College	11	36%	55	9	0
DEINSTITUTIONALIZATION AND MENTAL HEALTH	Southeastern Massachusetts University	25	44%	48	8	0
FAMILY DAY CARE	ERIN/SHARE	12	59%	8	33	0

Table 9 Continued

PROGRAM	SPONSOR	N	Fully Applicable	Mostly Applicable	Partially/ Slightly Applicable	Not Applicable
FOSTER PARENTS	Massachusetts Regional Board of Community Colleges	226	55%	29	14	2
HUMAN LIFE CYCLE AND THE DELIVERY OF SOCIAL SERVICES	University of Massachusetts	17	41%	29	30	0
		16	56%	38	6	0
INTERVIEWING AND DATA COLLECTION						
JOB READINESS	North Adams State College	31	38%	39	20	3
MENTAL HEALTH	Bridgewater State College	37	51%	27	22	0
RACIAL AND CULTURAL PERSPECTIVES	University of Massachusetts	16	25%	44	31	0
SEPARATION AND LOSS	Smith College	4*	25%	25	50	0
TITLE XX RIGHTS AND ENTITLEMENTS	University of Massachusetts	11	18%	46	36	0
		18	33%	39	28	0
UNDERSTANDING THE DYNAMICS OF THE SOCIAL WORK PLACE						
UNDERSTANDING YOUR ELDERLY CLIENT	Southeastern Massachusetts University	59	37%	37	14	2
OVERALL		650	44%	35	20	1

* Program size should be noted while interpreting percentages.

TRAINEES' ANTICIPATED CHANGES IN JOB PERFORMANCE AGGREGATED BY PROGRAM

PROGRAM	SPONSOR	N	Direct Change			Indirect Change		No Change
ALCOHOLISM	North Shore Community College	7*	57%	43	0			
ALCOHOLISM	Boston State College	14	17%	83	0			
ALCOHOLISM	Fitchburg State College	13	25%	75	0			
ALCOHOLISM	Massasoit Community College	13	23%	77	0			
CASE MANAGEMENT FOR CHILDREN IN CARE	North Adams State College	36	17%	81	2			
CHINS	University of Massachusetts	37	17%	77	6			
COMMUNITY RESIDENCES--ORGANIZATIONAL SKILLS		39	28%	69	3			
COUNSELING AND COMMUNICATION SKILLS IN WORKING WITH THE ELDERLY	Framingham State College	8*	13%	87	0			
CRISIS WORKSHOP	Smith College	11	9%	91	0			
DEINSTITUTIONALIZATION AND MENTAL HEALTH	Southeastern Massachusetts University	25	44%	56	0			
FAMILY DAY CARE	ERIN/SHARE	12	42%	58	0			

Table 10 Continued

PROGRAM	SPONSOR	N	Direct Change	Indirect Change	No Change Anticipated
FOSTER PARENTS	Massachusetts Regional Board of Community Colleges	226	31%	67	2
HUMAN LIFE CYCLE AND THE DELIVERY OF SOCIAL SERVICES	University of Massachusetts	17	24%	76	0
		16	53%	40	7
INTERVIEWING AND DATA COLLECTION					
JOB READINESS	North Adams State College	31	13%	84	3
MENTAL HEALTH	Bridgewater State College	37	46%	48	6
RACIAL AND CULTURAL PERSPECTIVES	University of Massachusetts	16	7%	93	0
SEPARATION AND LOSS	Smith College	4*	0%	75	25
TITLE XX RIGHTS AND ENTITLEMENTS	University of Massachusetts	11	0	100	0
		18	28%	72	0
UNDERSTANDING THE DYNAMICS OF THE SOCIAL WORK PLACE					
UNDERSTANDING YOUR ELDERLY CLIENT	Southeastern Massachusetts University	59	23%	71	6
OVERALL		650	28%	70	2

* Program size should be noted while interpreting percentages.

Table 11

OVERALL EVALUATION OF INSTRUCTOR BY TRAINEE AGGREGATED BY PROGRAM

PROGRAM	SPONSOR	N	Excellent	Very Good	Good	Fair	Poor
ALCOHOLISM	North Shore Community College	7	86%	14	0	0	0
ALCOHOLISM	Boston State College	14	67%	33	0	0	0
ALCOHOLISM	Fitchburg State College	13	92%	8	0	0	0
ALCOHOLISM	Massasoit Community College	13	84%	16	0	0	0
CASE MANAGEMENT FOR CHILDREN IN CARE	North Adams State College	36	63%	17	14	6	0
CHINS	University of Massachusetts	37	8%	70	22	0	0
COMMUNITY RESIDENCES--ORGANIZATIONAL SKILLS		39	59%	28	10	3	0
COUNSELING AND COMMUNICATION SKILLS IN WORKING WITH THE ELDERLY	Framingham State College	8	75%	25	0	0	0
CRISIS WORKSHOP	Smith College	11	82%	18	0	0	0
DEINSTITUTIONALIZATION AND MENTAL HEALTH	Southeastern Massachusetts University	25	76%	20	4	0	0
FAMILY DAY CARE	ERIN/SHARE	12	75%	0	17	8	0
FOSTER PARENTS	Massachusetts Regional Board of Community Colleges	226	78%	18	4	0	0
HUMAN LIFE CYCLE AND THE DELIVERY OF SOCIAL SERVICES	University of Massachusetts	17	76%	12	12	0	0
INTERVIEWING AND DATA COLLECTION		16	56%	38	6	0	0
JOB READINESS	North Adams State College	31	48%	42	7	3	0

Table 11 Continued

PROGRAM	SPONSOR	N	Excellent	Very Good	Good	Fair	Poor
MENTAL HEALTH	Bridgewater State College	37	65%	24	8	3	0
RACIAL AND CULTURAL PERSPECTIVES	University of Massachusetts	16	47%	33	20	0	0
SEPARATION AND LOSS	Smith College	4*	75%	0	0	25	0
TITLE XX RIGHTS AND ENTITLEMENTS	University of Massachusetts	11	73%	9	18	0	0
UNDERSTANDING THE DYNAMICS OF THE SOCIAL WORKPLACE		18	60%	17	17	6	0
UNDERSTANDING YOUR ELDERLY CLIENT	Southeastern Massachusetts University	59	19%	37	30	14	0
OVERALL		650	62%	25	10	3	0

Table 12

TRAINEES' EDUCATIONAL BACKGROUND AGGREGATED BY PROGRAM

PROGRAM	SPONSOR	N	Less than High School	High School Graduate	College Graduate	Graduate Degree
ALCOHOLISM	North Shore Community College	7*	0%	14	72	14
ALCOHOLISM	Boston State College	14	0%	25	67	8
ALCOHOLISM	Fitchburg State College	13	0%	8	50	42
ALCOHOLISM	Massasoit Community College	13	0%	54	38	8
CASE MANAGEMENT FOR CHILDREN IN CARE	North Adams State College	36	0%	6	75	19
CHINS	University of Massachusetts	37	0%	14	73	13
COMMUNITY RESIDENCES-- ORGANIZATIONAL SKILLS		39	0%	46	36	10
COUNSELING AND COM- MUNICATION SKILLS IN WORKING WITH THE ELDERLY	Framingham State College	8*	0%	25	75	0
CRISIS WORKSHOP	Smith College	11	0%	18	73	9
DEINSTITUTIONALIZATION AND MENTAL HEALTH	Southeastern Massachusetts University	25	4%	88	8	0
FAMILY DAY CARE	ERIN/SHARE	12	0%	8	83	8

Table 12 Continued

PROGRAM	SPONSOR	N	Less than High School	High School Graduate	College Graduate	Graduate Degree
FOSTER PARENTS	Massachusetts Regional Board of Community Colleges	226	12%	68	16	4
HUMAN LIFE CYCLE AND THE DELIVERY OF SOCIAL SERVICES	University of Massachusetts	17	0%	3	47	23
		16	6%	32	56	6
INTERVIEWING AND DATA COLLECTION						
JOE READINESS	North Adams State College	31	0%	13	77	10
MENTAL HEALTH	Bridgewater State College	37	11%	75	6	8
RACIAL AND CULTURAL PERSPECTIVES	University of Massachusetts	16	0%	57	31	12
SEPARATION AND LOSS	Smith College	4*	0%	0	100	0
TITLE XX RIGHTS AND ENTITLEMENTS	University of Massachusetts	11	0%	27	46	27
UNDERSTANDING THE DYNAMICS OF THE SOCIAL WORK PLACE		18	0%	22	56	22
UNDERSTANDING YOUR ELDERLY CLIENT	Southeastern Massachusetts University	59	0%	25	68	7
OVERALL		650	6%	45	40	9

* Program size should be noted while interpreting percentages

Table 13

TRAINERS' PERCEPTION OF ADEQUACY OF TRAINEES' PREPARATION FOR TRAINING

PROGRAM	SPONSOR	N	Excellently Prepared 5	4	3	2	Poorly Prepared 1
ALCOHOLISM	North Shore Community College	1	0	1	0	0	0
ALCOHOLISM	Boston State College	7	1	0	6	0	0
ALCOHOLISM	Fitchburg State College	15	4	5	6	0	0
ALCOHOLISM	Massasoit Community College	1	0	1	0	0	0
CASE MANAGEMENT FOR CHILDREN IN CARE.	North Adams State College	4	1	1	1	0	0
CHINS	University of Massachusetts						
COMMUNITY RESIDENCES-- ORGANIZATIONAL SKILLS		3	3	0	0	0	0
COUNSELING AND COMMUNICATION SKILLS IN WORKING WITH THE ELDERLY	Framingham State College	1	1	0	0	0	0
CRISIS WORKSHOP	Smith College						
DEINSTITUTIONALIZATION AND MENTAL HEALTH	Southeastern Massachusetts University	4	0	2	2	0	0
FAMILY DAY CARE	ERIN/SHARE						

Table 13 Continued

PROGRAM	SPONSOR	N	Excellently Prepared 5	4	3	2	Poorly Prepared 1
FOSTER PARENTS	Massachusetts Regional Board of Community Colleges	12	1	6	4	0	1
HUMAN LIFE CYCLE AND THE DELIVERY OF SOCIAL SERVICES	University of Massachusetts	5	0	0	3	2	0
INTERVIEWING AND DATA COLLECTION		3	1	2	0	0	0
JOB READINESS	North Adams State College	3	3	0	0	0	0
MENTAL HEALTH	Bridgewater State College	5	0	3	1	1	0
RACIAL AND CULTURAL PERSPECTIVES	University of Massachusetts	2	1	1	0	0	0
SEPARATION AND LOSS	Smith College						
TITLE XX RIGHTS AND ENTITLEMENTS	University of Massachusetts	4	2	2	0	0	0
UNDERSTANDING THE DYNAMICS OF THE SOCIAL WORK PLACE		3	0	2	0	0	0
UNDERSTANDING YOUR ELDERLY CLIENT	Southeastern Massachusetts University	2	1	1	0	0	0
OVERALL		75	19	28	23	3	1

TRAINERS PRIOR EXPERIENCE TEACHING IN-SERVICE TRAINING

PROGRAM	SPONSOR	N	Taught 4 or More Courses	Taught 1-3 Courses	Never Taught
ALCOHOLISM	North Shore Community College	1	0	1	0
ALCOHOLISM	Boston State College	7	7	0	0
ALCOHOLISM	Fitchburg State College	15	11	2	2
ALCOHOLISM	Massasoit Community College	1	1	0	0
CASE MANAGEMENT FOR CHILDREN IN CARE.	North Adams State College	4	1	1	1
CHINS	University of Massachusetts				
COMMUNITY RESIDENCES-- ORGANIZATIONAL SKILLS		3	3	0	0
COUNSELING AND COMMUNICATION SKILLS IN WORKING WITH THE ELDERLY	Framingham State College	1	1	0	0
CRISIS WORKSHOP	Smith College				
DEINSTITUTIONALIZATION AND MENTAL HEALTH	Southeastern Massachusetts University	4	3	0	1
FAMILY DAY CARE	ERIN/SHARE				

Table 14 Continued

PROGRAM	SPONSOR	N	Taught 4 or More Courses	Taught 1-3 Courses	Never Taught
FOSTER PARENTS	Massachusetts Regional Board of Community Colleges	12	4	4	4
HUMAN LIFE CYCLE AND THE DELIVERY OF SOCIAL SERVICES	University of Massachusetts	5	2	1	2
INTERVIEWING AND DATA COLLECTION		3	2	0	1
JOB READINESS	North Adams State College	3	3	0	0
MENTAL HEALTH	Bridgewater State College	5	4	1	0
RACIAL AND CULTURAL PERSPECTIVES	University of Massachusetts	2	1	0	1
SEPARATION AND LOSS	Smith College				
TITLE XX RIGHTS AND ENTITLEMENTS	University of Massachusetts	4	2	1	1
UNDERSTANDING THE DYNAMICS OF THE SOCIAL WORK PLACE		3	3	0	0
UNDERSTANDING YOUR ELDERLY CLIENT	Southeastern Massachusetts University	2	1	1	0
OVERALL		75	49	12	13

Table 15

TRAINEES' EVALUATION OF TEACHING TECHNIQUES AGGREGATED BY PROGRAM

PROGRAM	SPONSOR	N	LECTURES	GUEST SPEAKERS	GROUP DISCUSSION	ROLE-PLAYING	AUDIO-VISUAL	WORK-SHOPS	TRAINING MATERIALS
ALCOHOLISM	North Shore Community College	7	Very Good	X	Excellent	Very Good	Excellent	X	Excellent
ALCOHOLISM	Boston State College	14	Excellent	Excellent	Very Good	Very Good	Excellent	Excellent	Very Good
ALCOHOLISM	Fitchburg State College	13	Excellent	Excellent	Very Good	Good	Very Good	Excellent	Very Good
ALCOHOLISM	Massasoit Community College	13	Excellent	X	Very Good	Very Good	Excellent	X	Excellent
CASE MANAGEMENT FOR CHILDREN IN CARE CHINS	North Adams State College	36	Very Good	X	Very Good	Very Good	Very Good	Very Good	Good
COMMUNITY RESIDENCES--ORGANIZATIONAL SKILLS	University of Massachusetts	17	Very Good	Very Good	Very Good	Good	Good	Good	Good
COUNSELING AND COMMUNICATION SKILLS IN WORKING WITH THE ELDERLY	Framingham State College	19	Very Good	Very Good	Very Good	Very Good	Good	Very Good	Very Good
CRISIS WORKSHOP	Smith College	11	Excellent	X	Good	X	X	Very Good	Very Good
DEINSTITUTIONALIZATION AND MENTAL HEALTH	Southeastern Massachusetts University	25	Excellent	X	Excellent	Very Good	X	X	Very Good
FAMILY DAY CARE	ERIN/SHARE	12	Very Good	Very Good	Very Good	X	Very Good	Excellent	Very Good
FOSTER PARENTS	Massachusetts Regional Board of Community Colleges	26	Excellent	Very Good	Excellent	Very Good	Very Good	Excellent	Very Good
HUMAN LIFE CYCLE AND DELIVERY OF SOCIAL SERVICES	University of Massachusetts	17	Very Good	Very Good	Good	Very Good	Good	Very Good	Very Good
INTERVIEWING AND DATA COLLECTION		16	Excellent	Good	Very Good	Very Good	Excellent	Very Good	Excellent
JOB READINESS	North Adams State College	31	Very Good	Good	Very Good	Good	Fair	Very Good	Very Good

Table 15 Continued

TRAINEES' EVALUATION OF TEACHING TECHNIQUES AGGREGATED BY PROGRAM

PROGRAM	SPONSOR	N	LECTURES	GUEST SPEAKERS	GROUP DISCUSSION	ROLE-PLAYING	AUDIO-VISUAL	WORK-SHOPS	TRAINING MATERIALS
MENTAL HEALTH	Bridgewater State College	37	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good
RACIAL AND CULTURAL PERSPECTIVES	University of Massachusetts	16	Very Good	Very Good	Very Good	Good	Good	Very Good	Very Good
SEPARATION AND LOSS	Smith College	4	Very Good	X	Very Good	X	Very Good	X	Very Good
TITLE XX RIGHTS AND ENTITLEMENTS	University of Massachusetts	11	Very Good	Very Good	Good	Fair	Good	X	Very Good
UNDERSTANDING THE DYNAMICS OF THE SOCIAL WORKPLACE		18	Very Good	Very Good	Very Good	Very Good	Good	Very Good	Very Good
UNDERSTANDING YOUR ELDERLY CLIENT	Southeastern Massachusetts University	59	Very Good	Good	Good	Good	Good	Good	Good
OVERALL		650	Very Good	Very Good	Very Good	Good	Good	Good	Very Good

* For more specific data see Appendix A.

Table 16

TRAINERS' EVALUATION OF TRAINING SITE*

PROGRAM	SPONSOR	N	EASE OF ACCESS	COMFORT OF SURROUNDINGS	ACOUSTICS	ACCESS TO MATERIALS AND SUPPLIES	AVAILABILITY OF SUFFICIENT AND APPROPRIATE SEATING
ALCOHOLISM	North Shore Community College	1	Excellent	Excellent	Excellent	Excellent	Excellent
ALCOHOLISM	Boston State College	7	Excellent	Very Good	Very Good	Excellent	Excellent
ALCOHOLISM	Fitchburg State College	15	Very Good	Very Good	Very Good	Very Good	Very Good
ALCOHOLISM	Massasoit Community College	1	Good	Good	Good	Good	Good
CASE MANAGEMENT FOR CHILDREN IN CARE CHLRS	North Adams State College	4	Good	Good	Good	Good	Good
	University of Massachusetts						
COMMUNITY RESIDENCES--ORGANIZATIONAL SKILLS		3	Excellent	Excellent	Good	Excellent	Very Good
COUNSELING AND COMMUNICATION SKILLS IN WORKING WITH THE ELDERLY	Framingham State College	1	Good	Very Good	Very Good	Very Good	Very Good
CRISIS WORKSHOP	Smith College						
DEINSTITUTIONALIZATION AND MENTAL HEALTH	Southeastern Massachusetts University	4	Very Good	Fair	Good	Very Good	Very Good
FAMILY DAY CARE	ERIN/SHARE						
FOSTER PARENTS	Massachusetts Regional Board of Community Colleges	12	Very Good	Very Good	Very Good	Very Good	Excellent
HUMAN LIFE CYCLE AND THE DELIVERY OF SOCIAL SERVICES	University of Massachusetts	5	Good	Good	Fair	Good	Good
INTERVIEWING AND DATA COLLECTION		3	Very Good	Good	Very Good	Excellent	Excellent
JOB READINESS	North Adams State College	3	Very Good	Excellent	Excellent	Excellent	Excellent

Table 16 Continued

TRAINERS' EVALUATION OF TRAINING SITE*

PROGRAM	SPONSOR	N	EASE OF ACCESS	COMFORT OF SURROUNDINGS	ACOUSTICS	ACCESS TO MATERIALS AND SUPPLIES	AVAILABILITY OF SUFFICIENT AND APPROPRIATE SEATING
MENTAL HEALTH	Bridgewater State College	5	Very Good	Very Good	Very Good	Very Good	Excellent
RACIAL AND CULTURAL PERCEPTIVES	University of Massachusetts	2	Very Good	Fair	Fair	Very Good	Very Good
SEPARATION AND LOSS	Smith College	4	Very Good	Very Good	Good	Good	Very Good
WOMEN'S RIGHTS AND PRIORITIES	University of Massachusetts	3	Excellent	Very Good	Very Good	Very Good	Very Good
UNDERSTANDING THE DYNAMICS OF THE SOCIAL SCENE	University of Massachusetts	2	Very Good	Very Good	Very Good	Poor	Good
UNDERSTANDING YOUR ELDERLY CLIENT	University of Massachusetts	75	Very Good	Good	Very Good	Very Good	Very Good

* For more specific data see Appendix A.

APPENDIX A

EVALUATIVE SUMMARIES AND EXCERPTS FROM
TRAINEES' COMMENTS ON INDIVIDUAL PROGRAMS

Title: Alcoholism
Sponsor: Boston State College

This program received very favorable ratings from trainees and was ranked as "positive" compared to other programs. While most trainees found the training either "fully" or "mostly" applicable to job tasks, this applicability was generally seen as resulting in indirect rather than direct changes in job performance. Role playing was one teaching technique rated relatively lower by trainees in this program.

EXCERPTS FROM TRAINEES' COMMENTS

Content

...I now possess an awareness, can more specifically identify and make referrals for alcoholics.

...need more information on confronting the alcoholic.

...allocate a little more time to referral process (where, when, to whom, etc.)

Format

...the training was well planned and carried out; however, it was a broad topic to attempt to cover in five sessions - a second follow-up to go into further areas would be good.

...yes, the program should be longer and more days together.

Other

...as long as it is a 40-hour program it should be accredited for graduate (or undergraduate) degrees.

...one of the most valuable I have attended and one that directly relates to my job responsibilities.

Title: Alcoholism
Sponsor: Fitchburg State College

This program was rated very highly by the large majority of trainees and was ranked as positive in comparison with other programs offered. The majority of trainees felt that the course was "mostly" or "fully applicable" to their current jobs although most felt training would result in indirect rather than direct changes in job performance. Instructors were rated as "excellent" by an overwhelming majority (92%) of trainees. Group discussion and role playing were both rated relatively low compared to other teaching techniques.

EXCERPTS FROM TRAINEES' COMMENTS

Content

...it has helped me to be more cognizant of the problem drinker and his problems; therefore more able to better deal with them.

...maybe have group discussions on cases we have related to this course.

Format

...more on-site experiences.

...longer groups - more representative helping services' personnel taking the course.

...extend the training to cover alcoholism in-depth.

Title: Alcoholism

Sponsor: Massasoit Community College

This program was rated as "high positive" when compared with other FY '78 training programs. The majority of trainees judged the program to be "very positive" and "fully applicable" to their current jobs. Although the teaching technique of role playing was rated relatively low, several trainees felt the major problem with role playing was that there was not enough of it. Also, a number of trainees felt that the program would have benefited from the inclusion of guest speakers.

EXCERPTS FROM TRAINEES' COMMENTS

Content

...more on how we can break such (alcoholic) cycles -- or can we?

...because of this training, I would now get the entire family in therapy of some kind - rather than just concentrating in getting the alcoholic sober.

...more crisis intervention.

Format

...more emphasis on role playing, increase the course to 15 sessions, require attendance, and have some sort of evaluation of skill and skill development levels and needs for trainees.

...more materials in the way of pamphlets. Make participation mandatory for all students. More role-plays.

...possibly a few guest speakers.

...please offer more of these courses!!!

...I really thought the selection of trainees - many admitting to alcoholism, and others long time field workers added to the input and was not stilted at all. We gained a lot from each other.

...a manual so that one can review and review when the course is over.

Title: Alcoholism

Sponsor: North Shore Community College

This program had only seven persons enrolled, and this low enrollment seems to have been its only major problem. Overall, trainees rated the program extremely favorably, and it received a ranking of "high positive" when compared with other programs. The majority of trainees found the program fully applicable to their job tasks, and most felt it would result in direct changes in their job performances. A minor weakness seemed to be role playing which was rated relatively lower than other teaching techniques.

EXCERPTS FROM TRAINEES' COMMENTS

Content

...as a social worker, it will now be easier for me to spot alcohol problems in home visits and day-to-day association with my clients.

...I feel the course was good but it didn't have enough discussion on the alcoholic's childhood influence.

...go to an AA meeting together as a group.

Format

...more audio-visual material and role-playing. Why didn't more people participate?

Other

...Mr. Mahoney had a great deal of experience in working with alcoholics and was able to get this across to the group effectively.

...It would be helpful if there was a follow-up course.

Title: Case Management for Children in Care

Sponsor: North Adams State College

This program was rated "positive" when compared to other training programs. Over half the trainees judged the program as "very positive" and most found the training either "fully" or "mostly applicable" to job tasks. Most trainees felt the training would result in indirect rather than direct changes in job performance. In terms of teaching techniques, audio-visuals and workshops were rated relatively lower. Several trainees felt that the program would have benefited from the inclusion of guest speakers.

EXCERPTS FROM TRAINEES' COMMENTS

Content

...I plan to put into use many of the concepts that have been outlined for use in this presentation.

...should have a greater emphasis on a systems approach to family intervention and treatment.

...I've learned to try to better understand adolescents and cope with their acting out behaviors.

...I am more knowledgeable of alternatives for correcting inappropriate behavior.

...encouraged me to work on group dynamics and personal power issues.

...training helped me paint an overall picture of my work and how it relates to other human beings..whether they be co-workers or clients.

Format

...longer sessions with feedback to the Department.

...earlier notification.

...Explain ahead of time resources available and the content of the courses being offered. I signed up for one course that was combined with another that was not appropriate for my job - I had to then re-schedule for an entirely different course ... There didn't seem to be any connection between the instructors and the Title XX workshop organizers - big gap in communication.

...Once class has registered, needs assessment should be done prior to classes actually starting so that class wouldn't have to spend first two sessions deciding what the need was.

...Have available more resources - i.e., books, written material earlier in the training program.

...The lectures were too long - some other teaching methods should have been used in addition.

...I was very surprised that my whole class was composed of members of my agency. This seems unpractical, especially in light of the amount of sharing which often can enhance a class when people of varied experience participated. The instructor, in this particular situation, handled this well by changing the focus to specific agency problems/issues. However, the content of the course changed drastically and I still feel like I would like concrete information on a severely retarded population and wish the other members of the class had received this.

...should have more guest speakers, particularly from public agencies, to augment basic information.

Site

...The room was too noisy - bells and lawnmowers. June is too busy a month - late fall-winter is better. A large group signed up but only a few attended after the first session - they were not interested.

...make it more accessible. Pittsfield is a long way from Greenfield.

...less having to fight for parking permits, etc.

Other

... Susan Andick was a pleasure to work with - bright, perceptive, competent, open.

...More! More! More! How about making arrangements to receive college credit?

Title: CHINS

Sponsor: University of Massachusetts

The CHINS program was rated as "low positive" in comparison to other training programs. The majority of trainees judged the training as "positive" and either "mostly" or "partially applicable" to their current jobs. Several of the teaching techniques were rated relatively low with workshops having the lowest rating of these techniques. A number of trainees also pointed out that there was a need for more coordination and a smoother transition between sessions with one staff person present throughout.

EXCERPTS FROM TRAINEES' COMMENTS

Content

...more specifics in field of alcohol recovery.

...It gave me definite knowledge of the ins and outs of court room behavior - also gave me a firm understanding of the legal model. The transactional analysis has helped my interviewing skills and helps me to better stay on top of worker/client interactions.

...spend less time establishing session goals.

...I have a clearer understanding of adolescent problems, also one session on self care made me realize my own reaction to the job and gave me supports.

...I would have preferred more general information on several types of family therapy, modalities, instead we concentrated on only one.

...more educating of staff in relation to dynamics of family therapy. Heavier interaction with DMH Liaisons relative to treatment modalities utilized with our clients.

...Ed Deery's "less is more" advice changed my orientation.

...I am now aware of support systems to prevent burn out and will now use them consciously. Will use a more thorough technique in interviewing.

...more knowledge on the part of trainers regarding Department/ bureaucratic models.

...schedule only one session each week... (two sessions) weekly involve too much time away from work.

...we need more workshops for entry level staff in the field of alcohol rehabilitation.

...each session had a "go-for" which seemed unnecessary. Can the workshop on Self-Help AKA Burnt Out Worker go?...it was very poor.

...They should have more speakers so we can get more perspectives on the same issues. Also more use of audio-visual materials like movies, tapes, etc.

...family dynamics and therapy centered too much on role-playing - would have preferred more emphasis on techniques to use.

...more lectures and less role playing.

...one day a week would be more workable. The lectures on the families were very good but not applicable to on-going CHINS cases. Those families have given up on their kids. The lecturers should be more knowledgeable about the CHINS law and process.

...we need as many in-service packages as possible, hopefully with a high job relevance quotient.

...I found the second person who was coordinator to be totally confused in her organization. On four of our five workshops, I had to wait on an average of 1½ hours to be cleared to attend the workshop when in fact I had gone through the same process the day before. (Family Dynamics, Family Therapy)

...having at least one staff person present throughout the entire course would have made things run more smoothly regarding space, number of people to expect, and so forth.

...have same trainers throughout session to develop rapport with participants.

Other

...the first session with the lawyer was excellent. Last session with person from Boston Children's Services was excellent. Two University of Massachusetts professors were too informal and class too disorganized.

...I suggest that giving bonafide college credit will serve to motivate better attendance.

Title: Community Residences

Sponsor: University of Massachusetts

This program was rated as "low positive" in comparison with other training programs. Most trainees judged the training to be "positive" and "mostly applicable" to their current jobs. The majority reported that they anticipated indirect rather than direct changes in job performance. Guest speakers received the highest rating of the teaching techniques and audio-visuals the lowest.

EXCERPTS FROM TRAINEES' COMMENTS

Content

...provided tools for: better staff meetings, more understanding of residents, and better group therapy.

...need more administrative and managerial workshops, workshop on crisis intervention.

...a course relative to sex education for the retarded for future training program.

...add time-management session.

Format

...should change to one day per week on an ongoing basis year round.

...it should definitely be expanded and offered again.

...have more people attend.

...more visual aids.

...more "specific" groupings of participants. Example - just mental retardation workers or just child care, etc.

...the sessions in Waltham had too large a group of people attending.

Other

...the instructor in my training class was excellent and the quality of the program seemed to relate directly to her not the program itself which seemed to be disorganized.

...I would prefer instructors not smoke while giving lectures.

Title: Counseling and Communication Skills
in Working with the Elderly

Sponsor: Framingham State College

Counseling and Communication Skills received an overall rating of "low positive" when compared to the other programs. Exactly half (50%) of the trainees thought that the training was "mostly" applicable to their current jobs. The majority of the trainees anticipated "indirect" rather than "direct" changes in their job performances as a result of training. Trainees suggested that the field trips be eliminated from the program format and that content be more "skill-oriented" rather than informational.

EXCERPTS FROM TRAINEES' COMMENTS

Content

...contributed to a much improved outlook and understanding of the elder in our society and the ramifications of his/her social situation.

...I would recommend an increased emphasis on specific counseling and communication skills, rather than community resources.

...this particular course has given me more confidence in doing my job. I have been doing a good job, but it is nice to have my methods reviewed and compared with others doing the same type of work and in the end feel more confident.

...It was beneficial to have the opportunity to attend a course, prepaid, and related directly to job performance. It was stimulating to interact with other professionals in the field and continue learning outside the "office routine". Psychologically lifting to be away from work and being involved in work related issues that we usually don't deal with in-depth (sample: expressing feelings on death and dying) on a day-to-day basis.

Format

...a more prepared staff in terms of offering more concrete counseling skills with the age groups we serve. Better organization in terms of what speakers, field trips are utilized. Some were interesting but of no help in increasing counseling skills.

...eliminate field trips and make course available in two or three areas of the state for easier access by all who could not attend at this time.

...time frame should be changed possibly and perhaps more time could be spent on specific counseling skills.

...I think it would be most helpful to have caseworkers involved in the planning stages of these trainings; also, in the future, I would eliminate most of the field trips this workshop included. All of us have seen senior centers and nursing homes - the time would have much better been spent in actual development of counseling skills.

Site

...closer to Cape Cod; even the South Shore would be better.

Title: Crisis Intervention

Sponsor: Smith College

This program was ranked as "positive" in comparison with other training programs. The majority of trainees found the program "positive" and "mostly applicable" to their current jobs. Of the three teaching techniques used, lectures were rated highly with workshops and group discussions rated significantly lower. Instructors were judged to be "excellent" by the large majority (82%) of trainees.

EXCERPTS FROM TRAINEES' COMMENTS

Content

...have different perspectives and theories through which to consider case situations - both in supervision with workers and direct services.

...spend more time on diagnosis.

...generally excellent and reassuring that there can be good training.

Format

...more than two sessions; second session asks for case presentation - no time between first and second session to select such cases.

...longer sessions, administrative personnel in DPW should be involved.

...intersperse theory and group discussion - keeping same balance as at present.

Title: Deinstitutionalization and Mental Health
Sponsor: Southeastern Massachusetts University*

Deinstitutionalization and Mental Health received an overall rating of "positive" when compared to the other training programs. About 44% of the trainees anticipated direct changes in their job performances as a result of training while the remaining 56% anticipated indirect changes. Trainees recommended that more guest speakers and audio-visual aids should be employed. In addition, trainees suggested that the training materials be less "research-oriented" and more "practically focused."

EXCERPTS FROM TRAINEES' COMMENTS

Content

...I have learned ways to communicate more effectively. The course made me aware of the non-effective ways we communicate and maintain interpersonal relationships.

...I didn't know anything about medication. It made me aware of what different medication does, side effects, etc. It made me more aware of different mental illness, I will be more observant with my patients understanding normal life cycle development, understanding drug addiction better, understanding suicide better. I think I will be better able to understand what is going on with patients and other people.

* This program consisted of four separate courses:

Communication in Mental Health Care
Basic Counseling
Developmental Psychology
Crisis Intervention

...I would have liked more information on alcoholism - treatment, information, etc. on family therapy.

...the book on Adolescence should be changed.

...would like further training programs to increase my knowledge particularly reality therapy.

Format

...more of the role-playing could be helpful. I think in trying to present different ways a solution could come about.

...more use of speakers and audio-visual aids. Books with more practical data and less research.

Title: Family Day Care

Sponsor: ERIN/SHARE

This program was rated as "positive" in comparison to other training programs. Trainees' overall evaluation of this program was "positive" with the majority of trainees finding the program "fully applicable" to their current jobs. Although the majority (58%) felt training would result in indirect changes in their job performance, a sizeable group (42%) felt training would result in direct changes. In evaluating teaching techniques trainees rated workshops most favorably and audio-visuals least favorably.

EXCERPTS FROM TRAINEES' COMMENTS

Content

...help us individualize our program and help modify environment in certain instances.

...I feel with an ongoing training program, I will be more aware of children's needs, sharpen my observation and evaluation skills.

Format

...more individual counseling, and have the workshops closer together.

...next time have training sessions 1/3 to 1/2 way into the school year when teachers are enthusiastically looking for and willing to try out new ideas. It is unfortunate that these training sessions came at the end of the year when teachers were winding down in anticipation of summer months. Had the sessions taken place earlier in the school year, I feel strongly that the turnout would have been much greater. I personally would have been able to and would have wanted to attend more sessions if they had been held in mid-school year.

...more time for teachers to be involved in workshops, etc.

...more role play and demonstrating concepts with groups of children.

Title: Foster Parents

Sponsor: Mass. Board of Regional Community Colleges

This program was rated as "high positive" in comparison with other training programs. The majority of trainees found the program both "very positive" and "fully applicable" to their current responsibilities. In terms of teaching techniques, lectures and workshops were rated most highly. Although group discussions were also rated very highly, several trainees commented that these discussions sometimes bordered on "griping sessions" for the more vocal participants and required tighter control by the discussion leaders.

There was much comment from trainees regarding the written materials. More specifically, many commented that the Newman and Newman text was overly difficult and too academic. Several participants commented on the lack of materials with a minority or inner city focus. Also, a number of participants felt that the course stressed early childhood development and did not sufficiently address adolescence. Several trainees felt that the course would have profited from the inclusion of social workers and even foster children as well as foster parents. Many trainees commented that the program increased their self-confidence and self-perceptions. A major concern expressed by trainees was the lack of babysitting provisions and the Saturday timing which was inconvenient for many.

EXCERPTS FROM TRAINEES' COMMENTS

Content

...it reassures me that what I am doing is OK.

...I now better understand what I'm doing and why. My attitude will no longer be that of a babysitter, but that of a trained foster care worker.

...more attention to the child's needs.

...just a little less time on infancy and more time on adolescents and the new morality.

...very enjoyable. The Newman & Newman textbook had a lot to be desired. Could not really get into the reading. Self esteem book was very good.

...it has been extremely informative, and has really helped me feel far more capable of being a good foster mother.

...more emphasis on problem solving in class material - less emphasis on psychological and early childhood development.

...would like more help in handling behavior problems - perhaps a separate program sometime.

...I would suggest more lectures from people directly involved in the foster care program.

...probably a more specific course dealing with specific age groups only. Most of the Foster Parents in the group seem to have older children - in the teens. I would have liked to have spent more time in learning and discussing younger children as "teenage" kids are still in the future for me.

...more handouts are better than a textbook and discussed fully are better for the less academic person. I love to read and have read the books and material in this short period. So for me, I'd like all the books and materials plus, as I would read it and save it for future reference.

...some materials with Black History and for the minority children.

...more advance training for Foster Parents who have had children for a long time.

...more in-depth training on how to handle problem children with drugs, alcohol, running away and emotional problems.

...add another dimension - bring children in groups - to participate in program - planned activity - sharing, etc.

...I will feel free to contact my social worker I am working with at any time I think that there is an important problem to discuss about the child for his best interest and not feel that I don't have the right to speak.

...I'd like to have heard more about the problem of child abuse.

...just add the field of retardation into all future training programs as it, I consider, is imperative and very widely open to any and all persons not only foster parents (as I find the public very ignorant to the fact that retardation is not a disease or that these wonderful people aren't freaks but good, wonderful, young adults.)

...this course will enable me to understand the natural parents; the reason why they place their children in foster parent care.

Format

...all teachers in elementary school should participate in similar training - in order to better understand the children in our classes.

...variety of presentations: Role-playing, more video tape, more personal involvement.

...workshops not last all day Saturday. It's too long to leave the kids when they're outside.

...have the workshops at night so everybody can come.

...social workers and foster parents should attend together - each set of viewpoints are vital.

...I have thoroughly enjoyed this course, I have felt I have learned a great deal. The supportive factor of the workshop is extremely important. The sharing of ideas, situation, how to solve them or just to live with them, fantastic - Thank you.

...to set aside special time for personal problems at end of the night - not during the discussions.

...perhaps help in babysitting monies, especially workshop days when children are left home for six hours.

...more group discussions, and more video tapes.

...text book was more for a college student taking a longer course than a short eight-week course.

...a little more understanding from instructors as to problem foster parents have getting to class and problems of babysitters.

...with the continuing need for foster houses, the knowledge that training for this specific service is available would invite and encourage more families to share their houses with others.

...have heard many people say if they were trained, they would like to take Foster Children so it would seem there would be more Foster Homes if there was training available.

...just hate to see it end. Mr. Hand appears to be an ideal person for this type of work; he conveyed his understanding, empathy and professional ability to the limit.

...the instructor, Jean Hamburg, was terrific and should be encouraged to lead other courses.

...I feel that this should be a mandatory course for foster parents and I would like to have a continuing program of courses in behavior, and foster parenting available for all foster parents, especially new and prospective foster parents.

...I would like to see a home study course.

...course should have been college credited course.

Title: Human Life Cycle and the
Delivery of Social Services

Sponsor: University of Massachusetts

Human Life Cycle received an overall rating of "positive" when compared to the other programs. Most trainees (76%) thought that the training would result in indirect rather than direct changes in their job performances by providing them with a broader background and knowledge base. Trainees would have preferred more reading materials made available to them in addition to information about community resources. Relative to other techniques used, audio-visuals received a significantly lower rating.

EXCERPTS FROM TRAINEES' COMMENTS

Contents

...need more specifics - resources available in the area, etc.

...more reading material should be made available.

...I now have a better knowledge on how to identify clients and their needs, also, how to approach clients at different levels.

Format

...more heterogeneous grouping of agencies - our class was a bit lopsided; perhaps more role playing.

Site

...if the training could be given at our office, thereby, not wasting time on travel to training site. Also, this training could be extended to further sessions.

...change place and hours

Other

Title: Interviewing and Data Collection

Sponsor: University of Massachusetts

Interviewing and Data Collection received an overall rating of "high positive" when compared to the other programs. Over half (56%) of the trainees thought that the training was fully applicable to their current jobs and 53% thought that the training would result in direct changes in their job performances. Lectures and audio-visuals received exceptionally high ratings of "excellent" by 64% and 69% of the trainees respectively. Most trainees commented that the course "ended too quickly" and would have preferred a more expanded program.

EXCERPTS FROM TRAINEES' COMMENTS

Content

...hopefully I will be a lot more sensitive and observant of interviewees' verbal and non-verbal responses and act accordingly which will result in a more informative and helpful experience.

...I thoroughly enjoyed my participation in this training. It will have positive effects on my interviewing and counseling.

Format

...would like to have done more work with video-taping.

...more role-playing, video-taping and group participation.

...some more lecture material.

...enrollment procedures and registration process should be improved - more sessions should be added to the program.

...longer course schedule. Just as we seemed to settle into the group, teachers, and the topic, the course ended. Much too brief; should be longer.

Other

...credit which can be applied towards a degree program or some type of certification.

...I feel that I need more.

Title: Job Readiness

Sponsor: North Adams State College

Job Readiness received an overall rating of "low positive" when compared to other programs. Most trainees (84%) thought that the training would result in indirect rather than direct changes in their job performances. Two techniques which received relatively low ratings were guest speakers and audio-visuals where 20% and 45% of the trainees respectively rated the techniques "fair" or "poor".

EXCERPTS FROM TRAINEES' COMMENTS

Content

...I have a better understanding of "all" of the problems relating to hard core unemployed. I will emphasize more on the individual needs.

...more emphasis on non-traditional jobs for women.

...too little time for such a broad-based subject; got the impression that the trainers were not all that familiar with public welfare setting.

Format

...more sessions

...make it longer with more role-playing.

...more practical exercises - simulated work experiences.

...that the participants include a larger number of DES workers.

...much information was dispensed at the workshop which because of time limits was not fully nor completely covered. This particular workshop needed at least another day.

...this particular training was done over a two-day period. A lot of material was really crammed; it might be beneficial to extend the session in order to allow a fuller comprehension of it as well as allowing more time for discussion and digestion of information.

...training was responsive to trainees' needs and trainers were very aware of meeting objectives of program. Training content was extremely appropriate to my present job functions.

...we need more training of this quality. Our total staff including supervisory personnel participated. This has the value of giving us a common body of knowledge and reference point. Joint training with staff of other agency that we work closely with would be beneficial in improving understanding and communication between the agencies.

...It would be a great deal of help if it was clarified what the duties and responsibilities of an SAU worker are. Also, in order to develop a better rapport with DES, it would be helpful to have both components of WIN at the same training.

...if the Department offered more training like this to it's employees there would not be such an incredible staff turnover and there would be much better prepared social workers.

Title; Mental Health
Sponsor: Bridgewater State College*

Mental Health received a rating of "high positive" when compared to other programs. Over half (51%) of the trainees thought that the training was "fully applicable" to their current jobs with 46% responding that they anticipated direct changes in their job performances as a result of training. Instructors received an exceptionally high rating with 89% of the trainees rating instructors "very good" or "excellent". While all the techniques utilized were rated highly, the most successful technique seemed to have been the guest speakers with a rating of "excellent" or "very good" by 93% of the trainees.

EXCERPTS FROM TRAINEES' COMMENTS

Content

...would be helpful to have advanced counseling skills course directly following this one. Also, with the same professor, this would allow for much continuity.

* This program consisted of five separate courses:

- Attitude and Problem Solving
- Communication Skills Training
- Training Developmentally Disabled
- Community Resources
- Training and Job Finding

Format

...more role playing, giving each one the opportunity to try their own approach in problem-solving.

...I feel that a longer course (number of sessions) would be helpful as I feel instructor has a lot more information than could be covered in ten sessions.

...I felt the combination of lecture, discussion and role play were well balanced and were of maximum benefit to me.

...This course needs to be presented to more people.

...I enjoyed the small group of students and relaxed feeling provided by the instructor.

Title: Racial and Cultural Perspectives

Sponsor: University of Massachusetts

Racial and cultural perspectives received an overall rating of "low positive" when compared to the other programs. The majority of trainees (93%) thought that the training would result in indirect rather than direct changes in their job performances. Almost 1/3 (31%) of the trainees thought that the training was only "partially" or "slightly" applicable to their job performances. Two techniques which did not seem to work as well as the others were role-playing and audio-visuals.

EXCERPTS FROM TRAINEES ' COMMENTS

Content

...obtained a knowledge base of the differences of various groups, cultures, and the commonality of people.

...I will be less opinionated while dealing with co-workers and clients.

...more in-depth introductory lecture with facts about various cultures...dealt too much with each individual's own feelings without bringing it back to client relationships.

Format

...more organization in group for discussion.

...I think we may have tried to cover too much. We were always rushed. When we really began to get into something seriously, it was time to move on.

Site

...too short; need longer and more frequent sessions.

...change in location. Room tended to carry every sound. Location hard to get to.

Title: Separation and Loss

Sponsor: Smith College

Separation and Loss received an overall rating of "low positive" when compared to the other training programs. Most trainees found the course "fully" applicable to their current jobs and anticipated "indirect" changes in their job performances as a result of training. Trainees commented on the usefulness of the training materials, particularly the numerous hand-outs which should be helpful for future reference.

EXCERPTS FROM TRAINEES' COMMENTS

Content

...we received many mimeographed articles that I can refer back to as the need arises. The film on Brazelton was very informative.

...I will focus more on the developmental history and present stages of the children in-care with whom I have contact.

...title of course should reflect content of course. Loss and Separation were not addressed.

...Instructor had profound insight into human person - graphic and tangible descriptions of emotional states - and can be experientially verified by cases I'm currently working on.

...you have to read a thousand words to get what could be said in six.

...It was reaffirming to see the general similarities between a psychological approach and a philosophical approach toward the human person. The two are approaching the same material from a different view.

Format

...I recommend increasing the number of sessions. The material covered is valuable so almost any increase would be beneficial.

Title: Title XX Rights and Entitlements

Sponsor: University of Massachusetts

Rights and Entitlements received an overall rating of "positive" when compared to the other programs. Almost half (46%) thought that the training was "mostly" applicable to their current jobs. The trainees were unanimous (100%) in their anticipation that the training would result in indirect rather than direct changes in their job performances. Teaching techniques which did not seem to be very successful were group discussions, role-playing, and audio-visuals which received "good" or "fair/poor", ratings by 64%, 100% and 71% of the trainees respectively.

EXCERPTS FROM TRAINEES' COMMENTS

Content

- ...may be able to cope better with providers.
- ...gear more toward work-a-day application of Title XX rules and regulations.
- ...less historical overviews.

Format

- ...could be presented in a more concise manner - i.e., more practical information in one package.
- ...better outline, more guest speakers.
- ...A.M. sessions.
- ...shorter sessions.

Site

...better classroom and chairs!

Other

... I feel that the entire course was profitable even though I cannot write on any specifics. I think it gave me a better understanding of the entire Title XX picture.

Title: Understanding the Dynamics of the
Social Work Place

Sponsor: University of Massachusetts

Dynamics of the Social Work Place received an overall rating of "positive" when compared to the other training programs. The majority of the trainees (72%) thought that the training would result in indirect rather than direct changes in their job performances. Trainees' ratings of the various teaching techniques used were generally "very good" with the exception of role-playing and audiovisuals which received relatively lower ratings.

EXCERPTS FROM TRAINEES' COMMENTS

Content

...we need more casework training for new workers.

...I now have a better understanding of how to assess organizations and how to intervene effectively in organizations.

...need more in-depth coverage of the subject

...need more specific applications of techniques explored to particular work-site situations.

Format

...Spring/Summer is poor timing.

...longer time span and more organization by Title XX people to impart information early enough to agencies - most of us got this information at last minute.

...offer it to directors and other administrative staff so an entire program can benefit not just one member of the agency.

...handouts perhaps should be given out the week before discussions.

...six weeks too short to cover material adequately.

...suggest course be limited to two hours for ten weeks, and perhaps be given in a morning time slot.

Site

...make available close to Cape Cod

Other

...This should have been offered years ago!!

Title: Understanding Your Elderly Client
Sponsor: Southeastern Massachusetts University

Understanding your Elderly Client received an overall rating of "low positive" when compared to the other programs. Over a quarter (26%) of the trainees thought that the training was only "slightly" or "not at all" applicable. Overall, teaching techniques were not rated highly with 25% of the trainees rating two of the techniques, audio-visuals and workshops, only "fair" or "poor." While 56% of the trainees rated instructors as "excellent" or "very good", 14% of the trainees gave the instructors an overall rating of "fair". Regarding the usefulness of the training materials, 21% of the trainees thought the materials were only "fair" or "poor."

EXCERPTS FROM TRAINEES' COMMENTS

Content

...use more trainers with direct homecare experience perhaps. More sessions on specific problems such as alcoholism and nutrition by more qualified individuals.

...the entire program of the sixth session should be eliminated; the presentations were terrible.

...training sessions did not seem to be particularly well planned. A limited amount of information was truly useful. A suggestion might be to involve more people working directly in Home Care, Title XX, etc.

...eliminate - unless a better planned program can come up.

...1) add some different awareness of organic/inorganic illnesses with elderly, 2) add some understanding of macro-societal problems that effect the delivery of present service, 3) add some sense of cost.

Format

...get speakers who are at all good at teaching, and who know a little at least of what our jobs are.

...more careful selection of speakers and more careful briefing of each instructor as to what has already been covered to insure continuity. I would have preferred a more visible role by the coordinators - introducing speakers, giving links from one session to the next, and being accessible for questions and feedback.

...scheduling one day per week for eight weeks created problems with case load coverage.

...perhaps half-day sessions would be more realistic.

...more discussions and interaction, less lecture.

Site

...a better meeting place. Poor lighting and lack of black-board caused problems for lecturers.

...find location closer to Route 128 area as so many of us are within belt.

APPENDIX B

DISCUSSION OF INTERNAL EVALUATIONS

Each training sponsor was responsible for designing and implementing an internal evaluation directed towards assessing specific aspects of individual programs which were not covered directly by the Departmental evaluation.

Nine internal evaluations were received for the following training programs:

<u>Program</u>	<u>Sponsor</u>
1) Counseling and Communication Skills in Working with the Elderly	Framingham State College
2) Job Readiness	North Adams State College
3) Understanding Your Elderly Client	Southeastern Massachusetts University
4) Day Care	Wheelock College
5) Alcoholism	Boston State College
6) Crisis Intervention	Smith College
7) Family Day Care	ERIN/SHARE
8) Mental Health	Bridgewater State College
9) Mid-level Management	Joseph Arceri Inc. & Providers Management

The remaining 19 programs failed to return the required evaluations.

The internal evaluations varied greatly in terms of methodology and quality. Several such as the ALCOHOLISM Program at Boston State and the UNDERSTANDING YOUR ELDERLY

CLIENT Program by Southeastern Massachusetts University completed lengthy quantitative assessments based on trainee responses to questionnaires. Others, such as the Joseph Arceri Inc. MID-LEVEL MANAGEMENT Program used qualitative data such as trainee responses to several open-ended questions. Wheelock College's evaluation of the DAY CARE Program also used mainly qualitative data based on interviews and discussions with instructors, course members, and day care directors.

Overall, there was general agreement between results from sponsors' internal evaluations and those from the Departmental evaluation. For example, both the Departmental and the internal evaluation for Framingham State's COUNSELING AND COMMUNICATION SKILLS IN WORKING WITH THE ELDERLY found general trainee dissatisfaction with field trips and their desire for more information on counseling skills. In assessing the Understanding Your Elderly Client program by Southeastern Massachusetts University, both evaluations found the sessions on nursing homes to be a problem area.

Plans for next year's evaluation involve the development by the Department of Public Welfare of standardized criteria for internal evaluators to guide them in developing the methodology for internal evaluations. In this way, quality control of programs and the attainment of program-specific data on a fairly uniform basis should be more readily assured.

APPENDIX C

SPRING 1978 COURSES

APPENDIX C SPRING 1978 COURSES

PUBLIC PROVIDERS

TRAINING PROVIDER	TOTAL GRANT ² (FY '78)	COURSES	DELIVERY LOCATION	# OF TRAINEES ¹
UNIVERSITY OF MASS.	\$967,708 ESTIMATED EXPENDITURE (EE) \$950,000(EE)	UNDERSTANDING THE DYNAMICS OF THE SOCIAL WORK PLACE	SPRINGFIELD AND BOSTON	35
		RACIAL AND CULTURAL PERSPECTIVES OF HUMAN SERVICE DELIVERY	SPRINGFIELD AND BOSTON	37
		CHINS	STATEWIDE	62
		COMMUNITY RESIDENCE	STATEWIDE	45 (NOT INCLUDING REGION IV)
		TITLE XX RIGHTS AND ENTITLEments	BOSTON	13
		THE HUMAN LIFE CYCLE AND THE DELIVERY OF SOCIAL SERVICES	SPRINGFIELD AND BOSTON	28
SOUTHEASTERN MASS. UNIVERSITY	\$125,919 \$125,000 (EE)	INTERVIEWING AND DATA COLLECTION	SPRINGFIELD AND BOSTON	30
		UNDERSTANDING THE ELDERLY CLIENT	STATEWIDE	84
		MENTAL HEALTH DE-INSTITUTIONALIZATION PROGRAM: (SEE ALSO BRIDGEWATER STATE) COMMUNICATION IN MENTAL HEALTH CARE	NEW BEDFORD REGION	7

¹ ATTENDED 50% OF THE CLASSES OR MORE

² INCLUDING PUBLIC-IN-KIND CONTRIBUTION

TRAINING PROVIDER	TOTAL GRANT (FY '78)	COURSES	DELIVERY LOCATION	# OF TRAINEES
SOUTHEASTERN MASS. UNIVERSITY (CONT'D)		BASIC COUNSELING DEVELOPMENTAL PSYCHOLOGY CRISIS INTERVENTION		12 (TOTAL) 12 (51) 20
BOSTON STATE COLLEGE	STATE COLLEGES TOTAL GRANTS \$302,105	ALCOHOLISM	BOSTON	14
BRIDGEWATER STATE COLLEGE	\$302,000 (EE)	MENTAL HEALTH DE-INSTITU- TIONALIZATION PROGRAM: ATTITUDE AND PROBLEM SOLVING COMMUNICATION SKILLS TRAINING TRAINING DEVELOPMENTALLY DISABLED COMMUNITY RESOURCES TRAINING AND JOB FINDING	NEW BEDFORD REGION	8 16 (TOTAL) (49)
FITCHBURG STATE COLLEGE		ALCOHOLISM	WORCESTER	16
FRAMINGHAM STATE COLLEGE		COUNSELING AND COMMUNICATION SKILLS FOR WORKING WITH THE ELDERLY	BOSTON	12
NORTH ADAMS STATE COLLEGE		JOB READINESS		49

TRAINING PROVIDER	TOTAL GRANT (FY '78)	COURSES	DELIVERING LOCATION	# OF TRAINEES
NORTH ADAMS STATE COLLEGE (CONT'D)		CASE MANAGEMENT FOR CHILDREN IN CARE	SPRINGFIELD	64
SALEM STATE COLLEGE		STRUCTURE AND FUNCTION OF THE MASS. JUVENILE COURT SYSTEM	GREATER LAWRENCE	27
WESTFIELD STATE COLLEGE		WORKSHOP ON GUARDIANSHIP FOR THE RETARDED	SPRINGFIELD	64
		METHODS OF FOSTERING SOCIAL ADJUSTMENT IN ADOLESCENCE	SPRINGFIELD	14
MASSASOIT COMMUNITY COLLEGE	COMMUNITY COLLEGES TOTAL GRANT \$1,088,385	ALCOHOL ABUSE PROGRAM	NEW BEDFORD	39
NORTH SHORE COMMUNITY COLLEGE	\$ 410,000 (EE)	ALCOHOL ABUSE PROGRAM	GREATER BOSTON NEW BEDFORD	7
QUINSIGAMOND COMMUNITY COLLEGE		FAMILY DAY CARE PILOT	WORCESTER	55

APPENDIX C
SPRING 1978 COURSES

TITLE XX FOSTER PARENT TRAINING PROGRAM

TRAINING PROVIDER	TOTAL GRANT (FY '78)	COURSES	DELIVERING LOCATION	# OF TRAINEES
BERKSHIRE COMMUNITY COLLEGE		FOSTER PARENT TRAINING COURSES	BERKSHIRE	21
BRISTOL COMMUNITY COLLEGE			NEW BEDFORD	35
BUNKER HILL COMMUNITY COLLEGE			BOSTON	15
CAPE COD COMMUNITY COLLEGE			NEW BEDFORD	14
GREENFIELD COMMUNITY COLLEGE			SPRINGFIELD	23
HOLYOKE COMMUNITY COLLEGE			SPRINGFIELD	12
MASS. BAY COMMUNITY COLLEGE			GREATER BOSTON	17
MASSASOIT COMMUNITY COLLEGE			NEW BEDFORD	34
MIDDLESEX COMMUNITY COLLEGE			GREATER BOSTON	25
MT. WACHUSETT COMMUNITY COLLEGE			WORCESTER	4
NORTHERN ESSEX COMMUNITY COLLEGE			GREATER LAWRENCE	28

TRAINING PROVIDER	TOTAL GRANT (FY '78)	COURSES	DELIVERING LOCATION	# OF TRAINEES
NORTH SHORE COMMUNITY COLLEGE			GREATER BOSTON	8
QUINSIGAMOND COMMUNITY COLLEGE			WORCESTER	28
ROXBURY COM- MUNITY COLLEGE			BOSTON	36
SPRINGFIELD COMMUNITY COLLEGE			SPRINGFIELD	18
EARLY RECOGNITION INTERVENTION NET- WORK AFFILIATED WITH EDUCATIONAL DIV. CENTER - NEWTON	\$4,850 \$4,850 (EE)	<u>PRIVATE PROVIDERS</u> DAY CARE WORKSHOPS	GREATER LAWRENCE	40
SMITH COLLEGE	\$6,170 \$6,170 (EE)	CRISIS INTERVENTION AND SHORT TERM TREATMENT SEPARATION AND LOSS SUPERVISION	SPRINGFIELD	20
WHEELOCK COLLEGE SCHOOL OF CON- TINUING EDUCATION	\$27,527 \$27,000 (EE)	DAY CARE PROGRAM: CURRICULUM PLANNING CLASSROOM OBSERVATION CLASSROOM MANAGEMENT	STATEWIDE	25
JOSEPH ARCERI INC. AND PROVIDERS MANAGEMENT	\$45,754 \$45,000 (EE)	MID-LEVEL MANAGEMENT	STATEWIDE	141
				153 (TOTAL)

TRAINING PROVIDER	TOTAL GRANT (FY' 78)	COURSES	DELIVERY LOCATION	# OF TRAINEES
BOSTON UNIVERSITY	\$40,000 \$14,559 (EE)	MCB PROGRAM	STATEWIDE	14
		ALCOHOLISM		
		DEATH AND DYING		9 (TOTAL 51)
		ATTITUDES TOWARD BLINDNESS		10
		SUPERVISION		10
		TEACHING ADULTS		8

Totals:

*University of Mass.	250	(Bridgewater State and S.M.U.
S.M.U.	135	Mental Health Program total: 1001)
State Colleges	309	
Community Colleges	419	
(Foster Parent Program 318)		
Private Schools	430	
Grand Total	1543	

*Not including Region IV on Community Residence Course

APPENDIX D
QUESTIONNAIRES

·TRAINEE

·TRAINER

·MONITOR

Trainee Questionnaire

- 1-2 1. Title of Training Program: _____
- 3-4 2. Sponsor of Training: _____
- 5-7 3. Site of Training: _____
- 8-11 4. Last 4 digits of your Social Security Number _____
- 12 5. Are you employed by a state agency or a private provider agency?

13 _____ (1) State Agency (Check one agency):

- _____ (1) Department of Corrections
- _____ (2) Department of Elder Affairs
- _____ (3) Department of Mental Health
- _____ (4) Department of Public Health
- _____ (5) Department of Public Welfare
- _____ (6) Department of Youth Services
- _____ (7) Massachusetts Commission
for the Blind
- _____ (8) Massachusetts Rehabilitation
Commission
- _____ (9) Office for Children

14-15 _____ (2) Private Provider Agency (Check the one most
appropriate description):

- _____ (1) Alcoholism community residential provider
- _____ (2) Alcoholism family counseling provider
- _____ (3) Day ~~care~~/day activities provider
- _____ (4) Drug hotline/drop-in provider
- _____ (5) Emergency shelter provider
- _____ (6) Family counseling provider
- _____ (7) Foster care provider
- _____ (8) Homemaker provider
- _____ (9) Home care corporation
- _____ (10) Mental health community residential
provider
- _____ (11) Protective group care provider
- _____ (12) Group ~~care~~ provider (Youths or adult)
- _____ (13) Other, (please specify): _____

- 16 6. Region in which you work (if uncertain: check the description of
the one area closest to you):

- _____ (1) City of Boston
- _____ (2) Suburban Boston
- _____ (3) Northshore, Lawrence, and Merrimack Valley
- _____ (4) Southeastern Massachusetts, New Bedford,
Cape and Islands
- _____ (5) Springfield and Western Massachusetts
- _____ (6) Worcester and Central Massachusetts
- _____ (7) Central office

17

7. Type of work you perform: (Check one)

- ☐ (1) Managerial or administrative
- ☐ (2) Immediate supervisor of direct service staff
- ☐ (3) Direct service (caseworker, homemaker, etc.)
- ☐ (4) Clerical

18

8. Length of time in current position:

- ☐ (1) less than 1 year
- ☐ (2) 1-2 years
- ☐ (3) 3-5 years
- ☐ (4) 6-10 years
- ☐ (5) more than 10 years

19

9. Sex: ☐ (1) Male ☐ (2) Female

20

10. Educational background:

- ☐ (1) less than high school graduate
- ☐ (2) high school graduate
- ☐ (3) some college
- ☐ (4) college graduate
- ☐ (5) some graduate training
- ☐ (6) graduate degree

21

11. Age: ☐ (1) 25 or under
☐ (2) 26-35
☐ (3) 36-45
☐ (4) 46-55
☐ (5) 56-65
☐ (6) over 65

22-23

12. Total number of training sessions in this program _____.

24-25

13. Number of sessions you attended _____.

26

14. What was your one major reason for attending this training program?
(Check the one most appropriate answer):

- ☐ (1) I felt the training would improve my performance at my present job.
 - ☐ (2) I felt the training would help me obtain a better job.
 - ☐ (3) I was encouraged to attend.
 - ☐ (4) Other, please explain briefly: _____
-
-

27

15. How would you describe your immediate supervisor's attitude towards your attending this training program?

- _____ (5) Very positive
- _____ (4) Positive
- _____ (3) Neutral
- _____ (2) Negative
- _____ (1) Very negative

28

16. Did you have a specific objective in taking this training program, such as a skill or area of information you hoped to obtain?

- _____ (2) Yes
- _____ (1) No

29

a) If yes, to what extent was your objective realized?

- _____ (5) Fully realized
- _____ (4) Mostly realized
- _____ (3) Partially realized
- _____ (2) Only a little realized
- _____ (1) Not realized at all

30

17. What is your overall evaluation of this training program?

- _____ (1) Very positive
- _____ (2) Positive
- _____ (3) Neutral
- _____ (4) Negative
- _____ (5) Very negative

31

18. How applicable was the training to your current job?

- _____ (5) Fully applicable
- _____ (4) Mostly applicable
- _____ (3) Partially applicable
- _____ (2) Only a little applicable
- _____ (1) Not applicable at all

19. What do you feel was the one most important skill or area of information you obtained from this program? Read through the entire list. Then, check the one major category and check the one specific skill or area of information under that category.

32

_____ (1) CASE MANAGEMENT SKILLS

33

- _____ (1) Diagnostic skills
- _____ (2) Eligibility determination
- _____ (3) Interviewing
- _____ (4) Referrals and resources
mobilization
- _____ (5) Service planning/placement
- _____ (6) Other (please specify) _____

34

_____ (2) METHODS OF INTERVENTION

- _____ (1) Crisis intervention skills
- _____ (2) Family therapy
- _____ (3) Groupwork
- _____ (4) Individual therapy and casework
- _____ (5) Placement
- _____ (6) Other (please specify) _____

35

_____ (3) MANAGEMENT AND ADMINISTRATIVE SKILLS

- _____ (1) Budgeting and fiscal management
- _____ (2) Client rights/employee rights
- _____ (3) Conducting staff meetings
- _____ (4) Labor-management relations
- _____ (5) Program planning and policy development
- _____ (6) Time management and priority setting
- _____ (7) Other (please specify) _____

36

_____ (4) KNOWLEDGE OF SPECIAL NEEDS AND BEHAVIOR
PROBLEMS

- _____ (1) Alcoholism
- _____ (2) Blindness
- _____ (3) Drug addiction
- _____ (4) Emotional disturbances
- _____ (5) Learning disabilities
- _____ (6) Mental illness
- _____ (7) Mental retardation
- _____ (8) Other (please specify) _____

37

_____ (5) KNOWLEDGE OF NORMAL LIFE CYCLE DEVELOPMENT

- _____ (1) Child growth and development
- _____ (2) Adolescent growth and development
- _____ (3) Adult growth and development
- _____ (4) Geriatrics
- _____ (5) Other (please specify) _____

20. What is your overall evaluation of the trainers/instructors?

- ☐ (5) Excellent
☐ (4) Very good
☐ (3) Good
☐ (2) Fair
☐ (1) Poor

Please explain the specific reasons for your evaluation: _____

21. Please rate each of the following teaching techniques used in the training program by checking the appropriate boxes. (If some of the following teaching techniques were not used at all, simply check the last box, NA, for "Not Applicable".)

	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	NA (9)
39 a. Lectures						
40 b. Guest Speakers						
41 c. Group Discussions						
42 d. Role-playing						
43 e. Audiovisual						
44 f. Workshops						

Comments: _____

22. Please rate the usefulness of the training materials (manuals, bibliographies, articles, audiovisuals, etc.):

- ☐ (5) Excellent
☐ (4) Very good
☐ (3) Good
☐ (2) Fair
☐ (1) Poor
☐ (9) No materials used

Please explain the reasons for your answer: _____

46

23. Do you expect that the training will directly result in any specific changes in the way you perform your work?

____ (2) Yes

____ (1) No

If yes, please identify specific changes you will make as a result of the training; _____

47

24. Are there any changes you would recommend in the training program?

____ (2) Yes

____ (1) No

If yes, please explain briefly: _____

25. Would you be interested in receiving any additional training?

_____ (2) Yes

_____ (1) No

If yes, check the specific skills or areas of information that you would most like covered.

49

CASE MANAGEMENT SKILLS

50

_____ Diagnostic skills

51

_____ Eligibility determination

52

_____ Interviewing

53

_____ Referrals and resources

_____ mobilization

54

_____ Service planning/placement

55

_____ Other (please specify) _____

56

METHODS OF INTERVENTION

57

_____ Crisis intervention skills

58

_____ Family therapy

59

_____ Groupwork

60

_____ Individual therapy and casework

61

_____ Placement

62

_____ Other (please specify) _____

63

MANAGEMENT AND ADMINISTRATIVE SKILLS

64

_____ Budgeting and fiscal management

65

_____ Client rights/employee rights

66

_____ Conducting staff meetings

67

_____ Labor-management relations

68

_____ Program planning and policy development

69

_____ Time management and priority setting

70

_____ Other (please specify) _____

71

KNOWLEDGE OF SPECIAL NEEDS AND BEHAVIOR PROBLEMS

72

_____ Alcoholism

73

_____ Blindness

74

_____ Drug addiction

75

_____ Emotional disturbances

76

_____ Learning disabilities

77

_____ Mental illness

78

_____ Mental retardation

79

_____ Other (please specify) _____

80

KNOWLEDGE OF NORMAL LIFE CYCLE DEVELOPMENT

81

_____ Child growth and development

82

_____ Adolescent growth and development

83

_____ Adult growth and development

84

_____ Geriatrics

85

_____ Other (please specify) _____

26. Select the one statement that best describes your overall feeling about this training program:

- _____ (1) This training will result in direct changes in my job performance.
- _____ (2) This training will result in indirect rather than direct changes in my job performance by providing me with a broader background and knowledge base.
- _____ (3) This training will not result in any direct or indirect changes in my job performance.

27. Do you have any additional comments on the training? _____

Trainer Questionnaire

1-2	1. Title of Training Program: _____
3-4	2. Sponsor of training: _____
5-7	3. Site of training: _____
8-10	4. Your name: _____
11-13	5. Number of trainees enrolled in program: _____
	6. What do you feel were the most important skill(s) or area(s) of information that this training program provided? Check <u>no more than three</u> :
14	CASE MANAGEMENT SKILLS
15	_____ Diagnostic skills
16	_____ Eligibility determination
17	_____ Interviewing
18	_____ Referrals and resources
	_____ mobilization
19	_____ Service planning/placement
20	_____ Other (please specify) _____

21	METHODS OF INTERVENTION
22	_____ Crisis intervention skills
23	_____ Family therapy
24	_____ Groupwork
25	_____ Individual therapy and casework
26	_____ Placement
27	_____ Other (please specify) _____

28	MANAGEMENT AND ADMINISTRATIVE SKILLS
29	_____ Budgeting and fiscal management
30	_____ Client rights/employee rights
31	_____ Conducting staff meetings
32	_____ Labor-management relations
33	_____ Program planning and policy development
34	_____ Time management and priority setting
35	_____ Other (please specify) _____

36	KNOWLEDGE OF SPECIAL NEEDS AND BEHAVIOR PROBLEMS
37	_____ Alcoholism
38	_____ Blindness
39	_____ Drug addiction
40	_____ Emotional disturbances
41	_____ Learning disabilities
42	_____ Mental illness
43	_____ Mental retardation
44	_____ Other (please specify) _____

45	KNOWLEDGE OF NORMAL LIFE CYCLE DEVELOPMENT
46	_____ Child growth and development
47	_____ Adolescent growth and development
48	_____ Adult growth and development
49	_____ Geriatrics
50	_____ Other (please specify) _____

7. Please rate each of the following teaching techniques used in the training program by checking the appropriate boxes. (If some of the following techniques were not used at all, simply check the last box, NA, for "Not Applicable.")

Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	NA (9)

a. Lectures

b. Guest Speakers

c. Group Discussion

d. Role-playing

e. Audiovisual

f. Workshops

Comments: _____

8. Please rate the usefulness of the training program's materials (manuals, bibliographies, articles, audiovisuals, etc):

_____ (5) Excellent
 _____ (4) Very Good
 _____ (3) Good
 _____ (2) Fair
 _____ (1) Poor
 _____ (9) No materials used.

Please explain the reasons for your answer: _____

64

11. Please check the most appropriate description of your own prior experience in providing training to in-service continuing education students:

_____ (1) Never taught in-service continuing education students prior to this program.

_____ (2) Have taught one to three courses to in-service continuing education students prior to this program.

_____ (3) Have taught four or more courses to in-service continuing education students prior to this program.

65

12. Are there any changes you would recommend in the training program?

_____ (2) Yes _____ (1) No

If yes, please elaborate: _____

66

13. Would you be interested in offering this training program again?

_____ (2) Yes _____ (1) No

Comments: _____

67

14. Do you have any additional comments on the training? _____

Monitor Questionnaire

- 1-2 1. Title of Training Program: _____
- 3-4 2. Sponsor of Training: _____
- 5-7 3. Site of Training: _____
- 8-10 4. Number of trainees present: _____
- 11-13 5. Total number of trainees registered: _____
- 14-16 6. Name(s) of trainer(s)/instructor(s) teaching: _____

17 7. What is your overall evaluation of the trainer(s)/instructor(s)?

_____ (5) Excellent

_____ (4) Very Good

_____ (3) Good

_____ (2) Fair

_____ (1) Poor

Comments: _____

8. Please rate each of the following teaching techniques used in the training program by checking the appropriate boxes. (If some of the following teaching techniques were not used at all, simply check the last box, NA, for "Not Applicable".)

- 18 a. Lectures
- 19 b. Guest Speakers
- 20 c. Group Discussions
- 21 d. Role-playing
- 22 e. Audiovisual
- 23 f. Workshops

(5) Excellent	(4) Very Good	(3) Good	(2) Fair	(1) Poor	(9) NA

Comments: _____

24 9. Rate the level of class attention using a scale of 1 to 5 with 1 being a very low level of attention and 5 being a very high level of attention.

very low
level of attention

very high
level of attention

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5

Comments: _____

25 10. Rate the amount of class participation using a scale of 1 to 5 with 1 being almost no class participation and 5 being very extensive class participation.

almost no
class participation

very extensive
class participation

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5

Comments: _____

26 11. Based on the part of the program you monitored would you recommend that this training program be given again next year?

_____ (2) Yes _____ (1) No

Please elaborate on reasons for your answer. _____

12. Please provide any additional information or comments that you feel would be helpful in evaluating the effectiveness of this training.

Monitor: _____

Agency: _____

Position: _____

Date of Monitoring: _____

